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ABSTRACT

The second volume of a comprehensive study of the Department of Defense Dependents Schools (DoDDS), this report identifies emerging and future trends that will influence DoDDS operations in coming years. Chapter 1, "Changing Student Population," forecasts effects on DoDDS of predicted youth population decline, changing racial/ethnic composition, and more women in the labor force, as well as the effects of possible military manpower decisions and policies. Chapter 2, "Changing Teacher Population," considers the complex interaction between teachers' career intentions, hiring methods, and DoDDS experience to derive projected teacher populations for each region. Chapter 3, "Technological Advances," considers the problems, needs, and promise inherent in introducing computer technology into DoDDS. Chapter 4 concerns "Parents' Attitudes toward Education," based on a comprehensive survey and a comparison thereof to a national sample. Chapter 5, "DoDDS and the Military Mission," addresses the relationship between parents' attitudes toward DoDDS schools and their decision to reenlist or accept overseas assignments. It also discusses major trends in military commitments and policy that will influence DoDDS. Chapter 6, "Strategic Planning Processes in DoDDS," describes a system whereby DoDDS management can stay abreast of changing conditions. Included is a plan for initiating this system, based on the present study. (TE)

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REPORT ON FUTURE FACTORS AFFECTING THE DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

SOCIAL SCIENCES DIVISION
ADVANCED TECHNOLOGY, INC.
RESTON, VIRGINIA

MAY 31, 1983

EA 016 496

REPORT ON FUTURE FACTORS AFFECTING THE DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

TED BARTELL
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RESTON, VIRGINIA

MAY 31, 1983

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OVERVIEW

The most effective management of any complex system is one which anticipates and prepares for changes in its environment rather than waiting for such changes to be manifested as immediate, pressing requirements. This is especially true of DoDDS which, owing to its dispersion, its function, and its membership in the defense community, is susceptible to a variety of changes in the United States, in host nations, and in each of the military services. The purpose of this report is to support the proactive management of DoDDS by identifying emerging and future trends which will influence DoDDS operations over the next years.

The remainder of this report will be divided into six Chapters, each briefly introduced here.

Chapter 1, Changing Student Population, uses population demographic predictions for forecasting effects on DoDDS of predicted youth population decline, changing racial/ethnic composition, and increased numbers of women in the labor force. This chapter does emphasize, however, that predicted DoDDS student population is not simply a direct reflection of predicted U.S. population demography but a complex function of this demography and military manpower decisions and policies, some of which respond to population demographic factors and others of which were independently initiated. In particular, this chapter distinguishes between two possible futures: one which includes a continuation of the volunteer military and the other which

concedes the possibility of a reinstatement of conscription. Implications of various possible economic situations are also included.

Chapter 2 of this report is devoted to Changing Teacher Population in DoDDS. The major source data on which to base the conclusions in this chapter come from responses to the teacher survey administered to 663 DoDDS teachers in all of the DoDDS regions. For each region, this chapter considers the complex interaction between teachers' career intentions with regard to DoDDS tenure, type of hire through which teachers initially entered the system, and DoDDS and non-DoDDS experience. On the basis of analyses of this information, projected teacher population for each region as well as potential problems are derived.

Chapter 3 of this paper is devoted to the implications for DoDDS of current and potential Technological Advances in the nation and world. The meteoric rise in the availability and importance of computers for education purposes is juxtaposed with results of the teacher's survey indicating a dirth of computer experience among teachers and their strongly felt need for training in computer literacy. Problems and needs inherent in introducing computer technology into an educational system with special reference to the unique characteristics of DoDDS are also discussed. This chapter concludes with discussion of the potential benefits for DoDDS as they proceed with the implementation of a computerized management information system.

Chapter 4 is concerned with DoDDS' Parents' Attitudes towards Education and their local DoDDS system, in particular. As this chapter is the major presentation of the results of the parent survey administered to over 1,200 DoDDS' parents, it is somewhat longer than the others. It is divided into the following sections, descriptive of their content: DoDDS Parents' Overall School Ratings Compared to a National Sample, DoDDS Parents' Ratings of Components of Schools, DoDDS Parents' Perceptions of Problems in Schools, DoDDS Parents' Attitudes towards High Schools' Performance, DoDDS Parents' Ratings of Quality of Subject Matter Instruction, Reasons for Choosing Private Schools over DoDDS, and Summary.

Chapter 5, DoDDS and the Military Mission, is divided into two sections. The first, on the basis of parent survey data, addresses the relationship of parents' attitudes to DoDDS schools and their decisions to re-enlist and accept additional overseas assignments. Differences between officers and enlisted personnel in this regard are examined. Also included here is a summary of Base Commanders' assessments of the impact of DoDDS on their military mission. The second section discusses major trends in military commitments, policy, and doctrine which can be expected to influence DoDDS in the upcoming years.

Chapter 6, Strategic Planning Processes in DoDDS, describes a system whereby DoDDS management can stay abreast of changing conditions within DoDDS and in its environment. Since it is not possible to anticipate all conditions which may emerge over time to influence DoDDS, and since the accuracy of any projection must

decay the more extended it is in time, the monitoring of trends in areas significant to DoDDS must be a continuing process rather than a static event. The necessary conditions and supporting elements for such a system are described, as is a plan for initiating this system on the basis of the present study's results.

CHAPTER 1

CHANGING STUDENT POPULATION

Some of the most potent factors which influence the nature and form of the education process are the characteristics and needs of the student population. Such factors not only partially define the goals of the education program but also shape the educational process as it unfolds in the classroom. A continuing sensitivity to the characteristics of the student population is therefore essential to the development and execution of an educational program which optimally builds on students' strengths and effectively addresses their educational needs. The effective management of such a program requires a consideration of changes in student characteristics and impact of such changes on program requirements.

The identification of demographic changes in the DoDDS student population is complicated by the fact that these cannot be inferred directly through an analysis of immutable historical events (e.g., birth rates), as is often possible with other student populations. The DoDDS student population is not a reflection of the U.S. population but rather of the U.S. military subpopulation; this, in turn, is influenced by past birth rates, in combination with very dynamic military manpower policies. Consideration must therefore be given to determining how the effect of any change in the U.S. population will be attenuated, nullified, or exaggerated by military manpower policies and standards. To fully assess how the DoDDS student population might

change in the upcoming years, we will assess, in turn, the changes that can be expected in the U.S. school-aged population as a whole and the effect of military policies on the composition of the DoDDS student population.

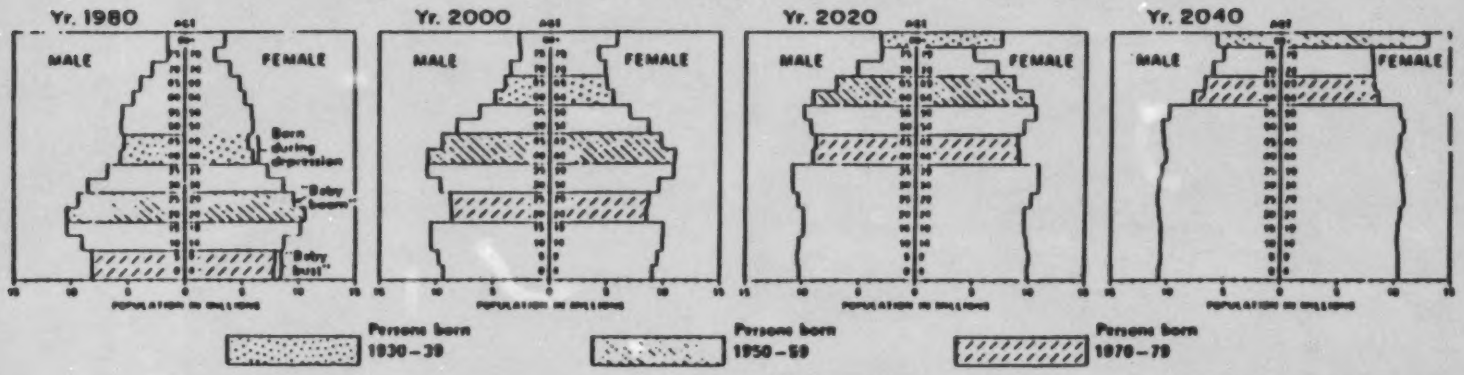
With regard to U.S. population as a whole, the last decade has witnessed a number of significant shifts that have substantialy affected American education. Many of these changes are projected to continue through the 1980s and 1990s. The most significant of these follow.

YOUTH POPULATION DECLINE

One of the most notable factors influencing American education over the last decade has been the reduced size of the 0-17 age group brought about by lower birth rates (see Exhibit 1-1). This has had the immediate effect of reducing the demand on education systems, producing cutbacks in educational funding and staffs. This decline has also had a secondary impact on American education by reducing teaching opportunities throughout the nation, which makes it more difficult to attract talented individuals into the teaching profession as chances for advancement are limited.

Over the last two years, however, U.S. birth rates have shown some increases so that the school-age population should show modest growth after 1985. Yet, even if this trend were to continue, the effects of prior cutbacks in education may continue to make it difficult to attract and retain talented individuals in the teaching profession.

U.S. POPULATION AGE-SEX PYRAMIDS: 1980-2040



Source: 1960-1970: U.S. Bureau of the Census; and 1980-2050; unpublished tabulations prepared by Leon F. Bouvier, for the Select Commission on Immigration and Refugee Policy, 1980.

Note: 1980-2050 projections assume a total fertility rate rising to 2.0 births per woman by 1985 and constant thereafter; life expectancy at birth rising to 72.8 years for males and 82.9 years for females by 2050; net immigration constant at 750,000 persons per year.

EXHIBIT 1-1

SIGNIFICANT DECREASE IN THE SIZE OF THE YOUTH POPULATION

RACIAL/ETHNIC COMPOSITION

While the white youth population will decline 9 percent through 1990, the minority school-age population is projected to increase 4.9 percent, thus expanding school population through the 1990s. This will be especially true of Hispanics (see Exhibit 1-2). The special education needs of this population (e.g., English as a Second Language [ESL]) will become progressively more important throughout this period.

WOMEN IN THE WORK FORCE

Over the last 30 years, participation of women in the labor force has noticeably increased (see Exhibit 1-3). This increase has been especially marked among mothers of small children (see Exhibit 1-4). This trend is expected to accelerate in the future, driven by economic pressures and by increased aspirations and attainment by women. One result of this trend is the continued support for the inclusion of child care centers as part of the public school system. According to the 1980 annual Gallup Poll of the Public's Attitudes towards the Public Schools, 46 percent of the nation (49 percent of women) favor this expansion of the role of the public school. It can be expected that this support will grow as the need for such services continues to increase.

As previously noted, the effects of these trends on DoDDS will be moderated by military policies, particularly those in the military manpower and personnel area, since these will influence

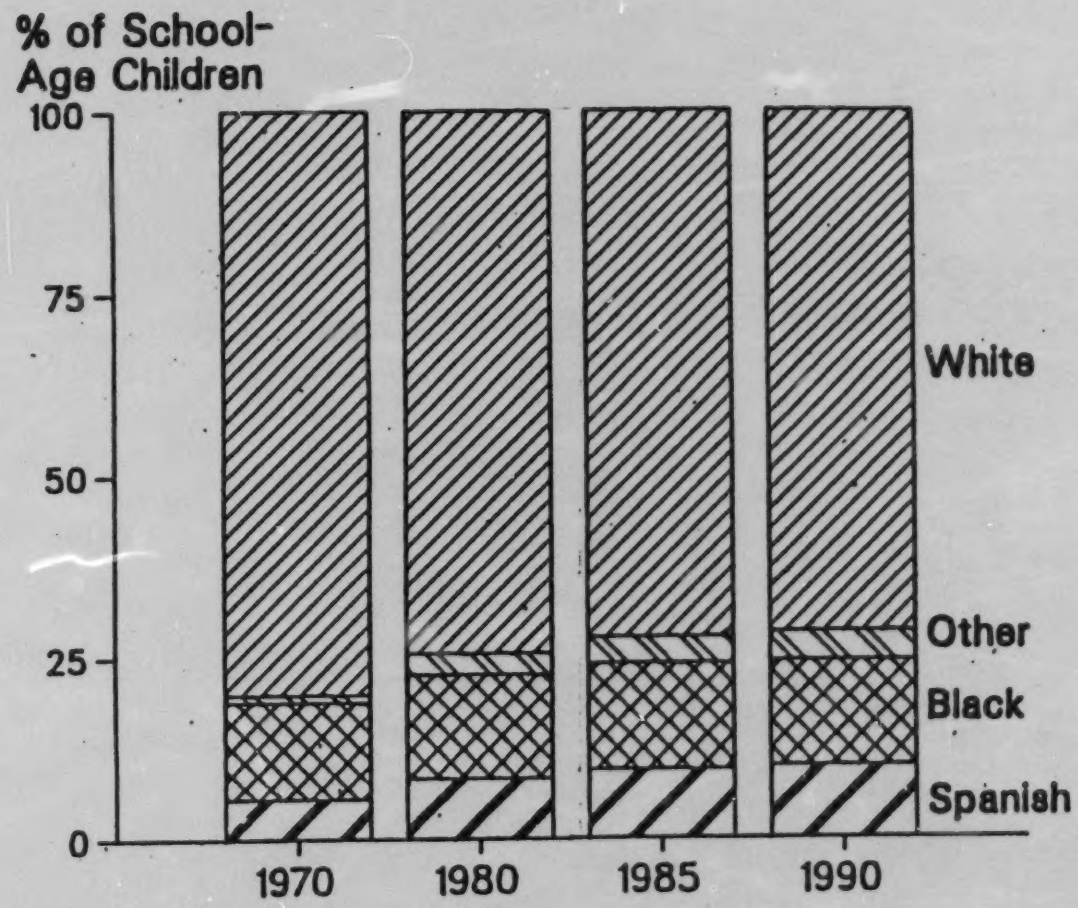
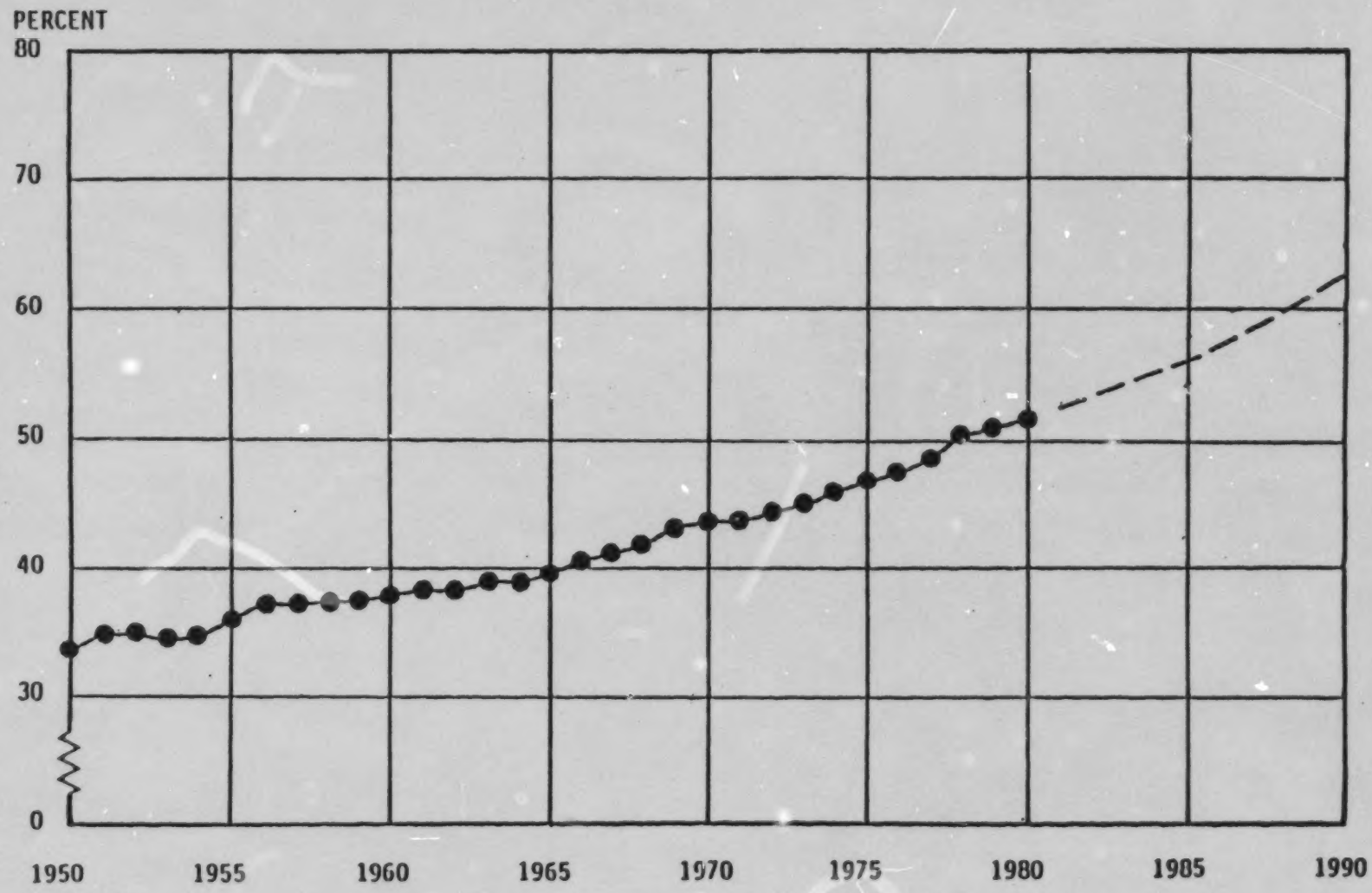


EXHIBIT 1-2

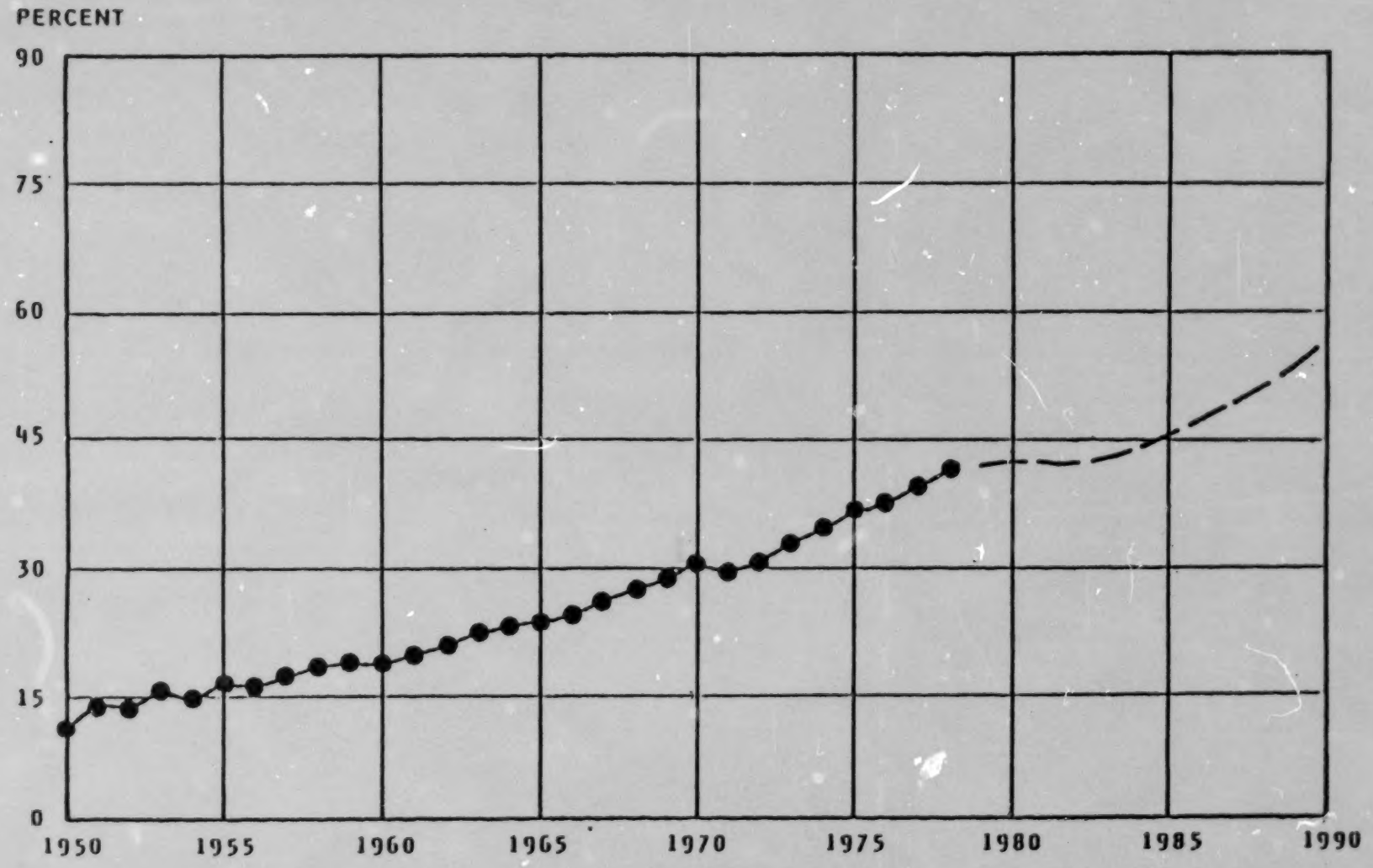
RACIAL/ETHNIC COMPOSITION OF SCHOOL-AGE CHILDREN



SOURCE OF HISTORICAL DATA: U.S. Department of Labor, Employment & Training Report of the President, 1980 (Washington, DC: U.S. Government Printing Office, 1980), p. 225; Bureau of Labor Statistics, Employment & Earnings, January 1981, Vol. 28, No. 1 (Washington, DC: U.S. Department of Labor, 1980), p. 167.

EXHIBIT 1-3

LABOR FORCE PARTICIPATION OF WOMEN



SOURCE OF HISTORICAL DATA: U.S. Department of Labor, Employment & Training Report of the President, 1978 (Washington, DC: U.S. Government Printing Office, 1978), p. 238.

EXHIBIT 1-4

LABOR FORCE PARTICIPATION
RATE OF WIVES WITH CHILDREN UNDER AGE 6

the composition of the military services and hence the composition of the DoDDS student population.

Over the last 18 months the Armed Forces has seen a dramatic improvement in its ability to attract and retain qualified recruits. This has come about largely due to high civilian unemployment, although other factors such as an improvement in public attitudes towards the military and an aggressive military recruiting campaign have undoubtedly also contributed. The recent increased enlistment and retention figures, however, represent a possibly temporary abatement in a long-term problem confronting the military--the need to meet military personnel requirements in the face of a dwindling youth population. Barring a continuation of current economic conditions through at least the mid-1990s, the military will find it increasingly difficult to meet its manpower requirements. For example, the recruiting goal for all services for 1980 was 2 males out of every 5 male high school graduates and non-high school graduates in the 18 to 24 age group. In 1992, the services will have to successfully recruit 1 out of every 2 high school graduates and 6 out of every 10 male non-high school graduates in order to meet its personnel requirements. At the same time, there will be increased competition for these same individuals from other sectors of our society which also rely on this manpower pool for recruits. The steps which the services take to meet this challenge will substantially influence the DoDDS student population. Several possibilities exist, each of which would have a different impact on DoDDS.

It is possible that in the face of a military manpower shortage some form of conscription may be established. If this occurs, the military population will not share the decline in the 18-21 manpower pool felt elsewhere in the nation. However, in contrast to recruits in an all-volunteer force, draftees will tend to be younger and unmarried so that the net result will be a diminished DoDDS student population.

In the absence of conscription, it is expected that a larger percentage of military personnel will be married. In the Army, for example, currently 82.8 percent of the officers and 56.8 percent of the enlisted personnel are married. It is projected that the percent of married enlisted personnel will continue to rise to between 60 and 70 percent, and the percentage of the officer corps who are married will remain high.* The net result of this will be an actual increase in the need for dependent education.

In their efforts to maintain their personnel strengths in the absence of a draft, the services will more fully recruit from segments of the population which are not now being fully drawn upon. Each of these sub-populations will bring special needs and requirements to the dependents school system, needs which the services will be increasingly willing to accommodate in order to attract and retain needed personnel. At the same time, DODDS will have to maintain and perhaps even improve the overall

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*This trend would be even more pronounced if the services were to use lateral entry of older individuals into military service as a means of filling personnel needs.

quality of education provided to overseas dependents as a part of the services' overall efforts to retain high quality and highly trained personnel in their enlisted and officer ranks.

The number of women in the military will continue to rise through the 1980s. The increase in the number of female personnel in the military will lead to a concomitant increase in overseas locations in the number of parents who are both in the military and in the number of single-parent families. This will probably increase the need for preschool programs and child-care centers as a part of a total dependent education system. This will reinforce other trends which will favor the expansion of DoDDS to include some preschool programs. There has been a pronounced nationwide trend towards increased preschool enrollments, even in the face of a declining preschool population (see Exhibit 1-5), due at least partially to the increased representation of women in the labor force. Preschool programs will therefore increasingly become an integral part of the total services which will be seen as appropriate for school systems such as DoDDS to offer. DoDDS has already recognized the need for preschool programs and has undertaken to study this issue and begin to plan for how such programs would be included in the total DoDDS system. Changes to DoD regulations would be necessary, however, before preschool programs could be implemented.

A traditional source of military manpower has been immigrants. To meet manpower requirements, the services may well

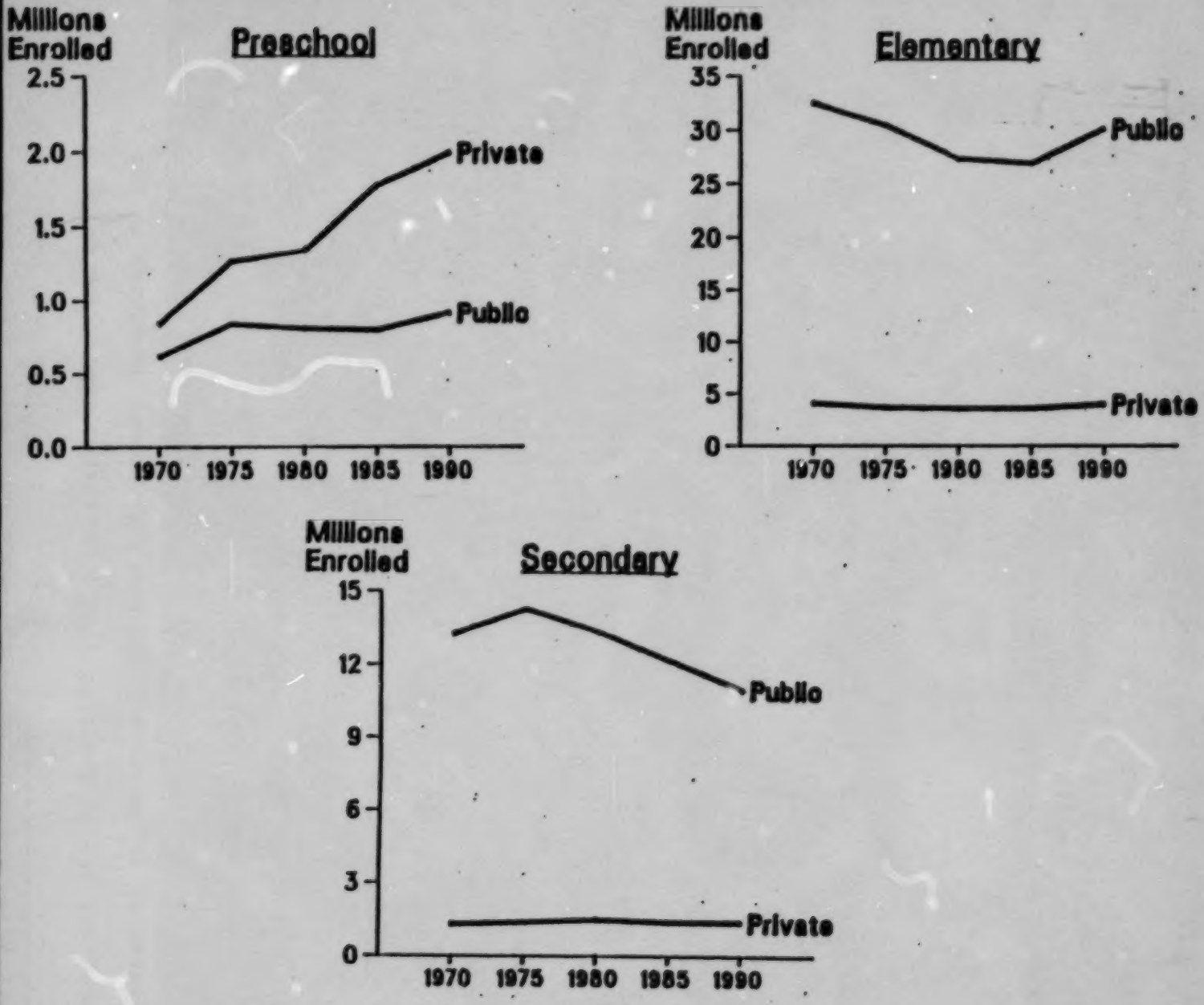

EXHIBIT 1-5
U.S. SCHOOL ENROLLMENT PATTERNS: 1970-1990

turn to the increasing numbers of immigrants to this country as a significant source of recruits, offering citizenship and vocational training in exchange for military service. This will reinforce the increasing minority composition of the youth population so that the services will be increasingly composed of various minorities whose dependents will possess special educational needs. One consequence will be an increased need throughout the overseas school system for ESL programs and teachers. Not only will such programs be increasingly required as a part of dependent education, but it can be expected that the large number of military members with limited-English-proficiency [LEP] will strengthen armed services advocacy* for extending DoDDS programs and services to military personnel. Thus, the changing racial and ethnic composition of the Armed Forces may contribute to a fundamental redefinition of the DoDDS student population to include both the dependents of military personnel and even the military personnel themselves.

The military support for a DoDDS adult education program is likely to grow in the face of yet another trend which will probably develop--the increasing number of military members selected from the lower ability levels (i.e., Mental Category IV on the Armed Forces Vocational Aptitude Battery). The large numbers of "Category IV" personnel and non-high school graduates in the military has in the past fueled military support for DoDDS

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*Position Paper on Adult Education submitted by the OEOD-ED Vocational/Adult Education Task Force, January 4, 1981.

offering Adult Basic Education and Adult Secondary Equivalency programs to adult dependents and to military personnel. The ability levels of military personnel have increased recently as the services have been able to be more selective in recruiting and retaining personnel. However, as the U.S. economy improves it can be expected that the proportion of lower-ability recruits will increase again, strengthening the need for adult education in the military. This may well precipitate an expansion of DoDDS' relationship to the services.

In sum, then, the nature of any changes in the DoDDS student population over the next decade will be determined through the interaction of two classes of factors: those relatively predictable changes which will occur throughout the U.S. (e.g., the declining youth population) and those changes which are specific to the military services. The nature of these latter changes will be determined by the breadth and timing of an economic recovery. If, on the one extreme, civilian unemployment remains high over the next decade, the composition of the DoDDS population should remain relatively stable. Since the Armed Forces will be a major emplcyer of young adults, they will have little difficulty in meeting personnel requirements. Thus, while the American school-age population as a whole may decline, the DoDDS student population will remain at the same level.

If, on the other hand, the U.S. economy recovers fairly rapidly, then many of the problems faced by the Armed Services in manning the All-Volunteer Force would at least partially

re-emerge. In this case the military would need to give serious consideration to the various manning policy options previously described, each with its associated implications for the nature and needs of the DoDDS student population. Assuming the full range of options will need to be exercised, the implications would include an increased need for ESL and other special education programs, and an expansion of DoDDS to include preschool programs and possibly adult education for military members and dependents alike.

CHAPTER 2

CHANGING TEACHER POPULATION

It is a truism in education that a school system can be only as good as its teachers. A critical component of the overall management of the dependents school system is thus the personnel management of the DoDDS professional staff to include planning for significant changes which may occur in the population of DoDDS teachers.

This chapter considers how the DoDDS teacher population can be expected to change over the next decade. A number of issues are germane to this consideration, stemming from the methods employed in teacher selection and assignment and the implications of these practices on teacher tenure and turnover.

Teacher selection and assignment occur at three levels through three separate processes. The most frequent source of teachers is the candidates hired in CONUS by ODS and moved to the DoDDS schools. Teachers are also hired at the local level. School principals hire local candidates, usually military dependents (37 percent of DoDDS teachers are military dependents), through the local Civilian Personnel Office [CPO]. Considerable savings are realized by this since there are no moving costs incurred by DoDDS in such hires. Additionally, this practice is beneficial to the military since it provides employment opportunities for dependents in overseas areas where such opportunities are important and limited. On the other hand, the military dependent will usually leave the position at the end of the

military member's overseas tour, leaving a vacancy which must be filled again. In addition, since the rotation of the military member is not tied to the school year, late arrivals or early departures of locally hired dependents is not uncommon.

The third source of teachers is through the teacher transfer program, whereby DoDDS teachers can request reassignment to other locations within DoDDS. A problem with this procedure is that it tends to result in the more desirable DoDDS locations having relatively stabilized staffs of more senior professionals while the less desirable locations have higher turnover and more junior staffs. There is concern that this is not a positive situation for the schools at either the desirable or the less desirable locations. In the case of the former, there is the danger of "teacher burnout" and a minimum opportunity for "new blood." In the latter case, there are the problems attendant on a lack of program continuity.

Due to the multilevel and decentralized nature of teacher hiring and assignment practices, only limited data are maintained regarding the background, tenure, and career plans of DoDDS teachers. Without this, no systematic study and planning can occur to deal with existing or developing problems in this area. Accordingly, as part of this project a representative sample of DoDDS teachers was surveyed regarding their backgrounds, activities, and plans. The results which bear on future trends in the DoDDS teacher population will be described and discussed.

The teacher survey item most directly relevant to changes in the DoDDS teacher population asked respondents to indicate their

career plans with respect to DoDDS. By selecting an item alternative, respondents indicated whether they planned to leave or retire from DoDDS: (1) within the year; (2) within the next two-three years; (3) within the next four-five years; (4) within the next six-seven years; (5) in eight or more years; or (6) undecided. The response to this item is shown in Exhibit 2-1. Apart from the 30 percent of the respondents undecided about their career plans, two major clusters of respondents appear--those (22 percent) who plan to leave DoDDS within 3 years and those (37 percent) whose career plans extend beyond 8 years. On face value, the high percentage planning to leave within three years would seem to confirm the concern voiced repeatedly in the course of interviews with DoDDS staff--that a significant proportion of the teacher population in some areas was quite senior and on the brink of retirement. That this is not the case can be seen in Exhibit 2-2, where the seniority and tenure of individuals are shown in each of the career plan groups (omitting those who were undecided). As can be seen, those planning to leave within the next three years tend to be more junior both in terms of their teaching experience and their tenure in their current position and in DoDDS. Many of these are spouses of military personnel. The 11 percent of the respondents who plan to leave DoDDS in the 4-7 year time frame are far more senior in teaching experience, position, and DoDDS tenure, although those who plan to stay in DoDDS 8 or more years appear to be made up of both junior and senior personnel.

RESPONSE	PERCENT SELECTING RESPONSE
Leave within 1 Year	6%
Leave within 2-3 Years	16%
Leave within 4-5 Years	7%
Leave within 6-7 Years	5%
Leave in 8+ Years	37%
Undecided	30%

EXHIBIT 2-1

CAREER PLANS OF DoDDS TEACHERS

	PROJECTED DEPARTURE FROM DoDDS				
VARIABLE	1 YR.	2-3 YR.	4-5 YR.	6-7 YR.	8+ YR.
# Years Teaching	8.1	10.0	18.4	21.7	15.5
# Years in DoDDS	4.1	4.2	12.6	16.4	9.8
# Years in Region	3.1	3.1	9.8	15.1	8.0
# Years in School	2.2	2.4	8.2	11.8	5.6
# Years until Retirement	17.8	18.0	11.5	8.3	15.5

EXHIBIT 2-2

MEAN OF TEACHER BACKGROUND VARIABLES BROKEN DOWN BY CAREER PLANS

To assess the degree to which turnover in each of these year groups was due to retirement or to other factors causing teachers to leave DoDDS before retirement, the responses to the career plans item were compared to those given to another item which asked respondents to indicate the number of years in which they would be eligible for retirement. Exhibit 2-3 shows the percentage of respondents in each career plan category whose years until retirement exceeded the number of years they planned to stay in DoDDS, i.e., the percentage who plan to leave before retirement. As can be seen, most of those planning to leave DoDDS in the next three years are doing so for reasons other than retirement (e.g., the transfer of military spouses). By multiplying the percentage in each career plan group by the percentage of the DoDDS teacher population represented by that career plan group, we can derive an estimate of the percentage of the DoDDS teachers who plan to leave DoDDS for reasons other than retirement. For example, those who plan to leave within the year represent 5.6 percent of all DoDDS teachers, and 95 percent of these individuals will leave for reasons other than retirement, meaning that 5 percent (.056 x .95) of the total DoDDS teacher population can be expected to leave within the next year for reasons other than retirement. The remaining 5 percent of the total 5.6 percent planning to leave in the next year (i.e., 0.28 percent) will do so for retirement purposes. These data show a fairly low level of retirement among DoDDS teachers over the next seven years, although considerably higher teacher turnover can be expected for reasons other than retirement.

PROJECTED DEPARTURE FROM DoDDS

	1 YR.	2-3 YRS.	4-5 YRS.	6-7 YRS.	8+ YRS.*
% of Each Career Plan Group Leaving before Retirement	95%	86%	49%	21%	--
% of Total DoDDS Teacher Population Leaving before Retirement in Specified Time Period	5%	14%	4%	1%	--
% of Total DoDDS Teacher Population tion Retiring in Specified Time Period	0%	2%	4%	4%	--

*Computation of these measures was not possible for this group due to the indeterminant nature of the number of years until leaving.

EXHIBIT 2-3

PERCENTAGE OF TEACHERS LEAVING DoDDS FOR RETIREMENT AND FOR OTHER REASONS

The findings from these data suggest that with respect to turnover DoDDS teachers fall into two groups. The first type is relatively junior and plans to teach in the dependents school system for no more than three years. The second group are careerists who plan to remain in DoDDS until eligible for retirement.

Some insight into the source of these teachers can be gleaned from the data presented in Exhibit 2-4. Here is shown a comparison of the career intentions of CONUS-hired and locally hired teachers. This comparison clearly shows that the locally hired teachers display a strong tendency to plan to leave DoDDS within there years, the typical length of an overseas military tour. CONUS-hired teachers, on the other hand, plan to remain in DoDDS for longer periods of time. The percentage of both groups who are undecided in their career plans is about equal. Thus it appears that future teacher turnover within DoDDS can be managed by balancing the ratio of CONUS-hired and locally hired teachers.

As previously mentioned, lack of uniformly distributed teacher turnover across all DoDDS schools causes concern. The more desirable locations have very stable staffs of senior people in distinction to staffs at less desirable locations. To assess the uniformity of tenure and turnover, the six DoDDS regions were compared on teacher background variables (Exhibit 2-5), career plans (Exhibit 2-6), and source of teacher hire (Exhibit 2-7). These comparisons reveal a marked distinction between Germany-North on the one hand and the Atlantic Region (and to a lesser

PERCENTAGE SELECTING
PROJECTED DEPARTURE FROM DoDDS

TEACHER SOURCE	1 YR.	2-3 YRS.	4-5 YRS.	6-7 YRS.	8+ YRS.	UNDECIDED
CONUS-Hired	3%	11%	8%	6%	43%	30%
Locally Hired	14%	36%	6%	1%	16%	27%

EXHIBIT 2-4

CAREER PLANS OF CONUS-HIRED
AND LOCALLY HIRED TEACHERS

VARIABLE	REGION					
	GERMANY-NORTH	GERMANY-SOUTH	ATLANTIC	MED.	PACIFIC	PANAMA
Years Teaching	11.9	13.8	19.0	17.0	14.6	12.9
Years in DoDDS	6.8	8.5	13.0	12.2	9.0	2.7
Years in Region	5.5	6.7	10.0	8.6	6.8	6.2
Years in School	4.0	5.8	7.4	6.0	4.1	4.4
Years until Retirement	16.0	15.7	12.0	14.2	15.9	12.4

EXHIBIT 2-5

MEAN TEACHER PROFILES BY DoDDS REGION

PERCENTAGE OF DoDDS TEACHERS
PLANNING DEPARTURE FROM DoDDS
IN SPECIFIED TIME PERIOD

REGION	1 YR.	2-3 YRS.	4-5 YRS.	6-7 YRS.	8+ YRS.	UNDECIDED
Germany-North	6%	24%	8%	5%	29%	29%
Germany-South	6%	15%	9%	6%	34%	30%
Atlantic	6%	13%	6%	9%	49%	18%
Mediterranean	5%	12%	9%	1%	42%	31%
Pacific	6%	14%	2%	1%	45%	33%
Panama	5%	5%	2%	10%	48%	30%

EXHIBIT 2-6

TEACHER CAREER PLANS BY DoDDS REGION

SOURCE	REGION					
	GERMANY-NORTH	GERMANY-SOUTH	ATLANTIC	MED.	PACIFIC	PANAMA
CONUS-Hire	57%	72%	83%	77%	80%	32%
Local-Hire	36%	19%	9%	12%	16%	18%
Substitute and Other Local-Hire	7%	8%	7%	11%	4%	40%

EXHIBIT 2-7

TEACHER SOURCE BY DoDDS REGION

degree the Mediterranean Region) on the other. In contrast to the other regions, the Germany-North Region uses far more locally hired teachers and accordingly has teaching staffs which are more junior and which more frequently plan to remain in DoDDS for only three or fewer years. In sharp distinction to this, the Atlantic Region relies quite heavily on CONUS-hired teachers (83 percent) and has quite senior staffs who tend to have been in place longer than teachers in other regions and who have more definitive career plans (only 18 percent of the teachers in this region are undecided in their career plans). The staff seniority would seem to be partially attributable to factors beyond the percentage of locally hired teachers, since other regions such as the Pacific Region, which also relies heavily on CONUS-hired teachers, do not have similar staff backgrounds or career plans.

These results suggest that future changes in the DoDDS teacher population will differ somewhat from region to region. On the one extreme the Atlantic Region will be faced with increasingly more senior teachers with a restricted opportunity to introduce "new blood" into school staffs. On the other extreme will be the Germany-North Region which will have a higher turnover of more junior staff. This pattern can be modified somewhat by adjusting regional policy towards local hiring, although it appears that to some degree these patterns are inherent in the characteristics of the regions and are hence likely to continue to one degree or another.

CHAPTER 3

TECHNOLOGICAL ADVANCES

Few events have had such a profound effect on American life over the last five years as the tremendous advances in the information processing and telecommunications fields. Education has been confronted with significant challenges as well as numerous opportunities by the wide introduction of high technology. Such advances will not only alter the process of education, but may bring about a reconsideration of its specific objectives. For example, a vast job market now exists for positions which until recently did not even exist (see Exhibit 3-1), and the introduction of high technology into the American workplace has further redefined the nature and scope of most other occupations. Thus, the basic "literacy" skills required by students are increasingly coming to include computer literacy as a necessary component so that educational institutions are increasingly having to devote attention to the "three Cs"--computation, calculation, and communication--as well as the traditional "three Rs."

Trends in the use of computers in education reflect this emphasis. A recent survey by Market Data Retrieval [MDR] found microcomputers being used in 11 percent of U.S. elementary schools, 25 percent of the junior highs, and 43 percent of the senior high schools. Such usage rates can be expected to increase rapidly over the next few years. For example, in another survey by the same firm, the number of schools with classroom computers rose 50 percent in only the past year.

OCCUPATION	PERCENT GROWTH IN EMPLOYMENT 1978-90
All Occupations	22.5%
Data Processing Machine Mechanics	147.6%
Paralegal Personnel	132.4%
Computer Systems Analysts	107.8%
Computer Operators	87.9%
Office Machine and Cash Register Servicers	80.8%
Computer Programmers	73.6%
Aero-Astronautic Engineers	70.4%
Food Preparation and Service Workers, Fast Food Restaurants	68.8%
Employment Interviewers	66.6%
Tax Preparers	64.5%

Source: Monthly Labor Review.

EXHIBIT 3-1

MOST RAPIDLY GROWING OCCUPATIONS: 1978-90

DoDDS, like other large school systems, is beginning to utilize computers for instructional purposes. Results (see Exhibit 3-2) from this study's DoDDS principal survey indicate that computers are being used at all grade levels, especially in senior high schools. While this utilization falls considerably below the aforementioned norms for stateside schools at the junior high and senior high school levels, the recent acquisition of Atari microcomputers for DoDDS-wide utilization should soon bring DoDDS computer classroom utilization up to or beyond stateside levels. However, even with additional hardware, evidence shows a strong need throughout DoDDs for significant expansion and improvement in the computer area. In evaluating 18 curriculum areas, DoDDS principals rated computer education as the second most underemphasized area (after career education), as the most inadequate in terms of the curriculum offerings in the area, and lowest in the quality of instruction.

The rate of growth with which computers have been introduced into education has brought its own problems. In a recent nationwide survey of teachers inquiring into teachers' needs in fully utilizing the potential of computers in the classroom, inservice training and software needs were most consistently identified, followed by the need for proper planning in the development of computer-based education programs, the need for specialized technical assistance in developing, running, and maintaining such programs and, least of all, the need for funds to purchase hardware and software. In light of the high frequency with which

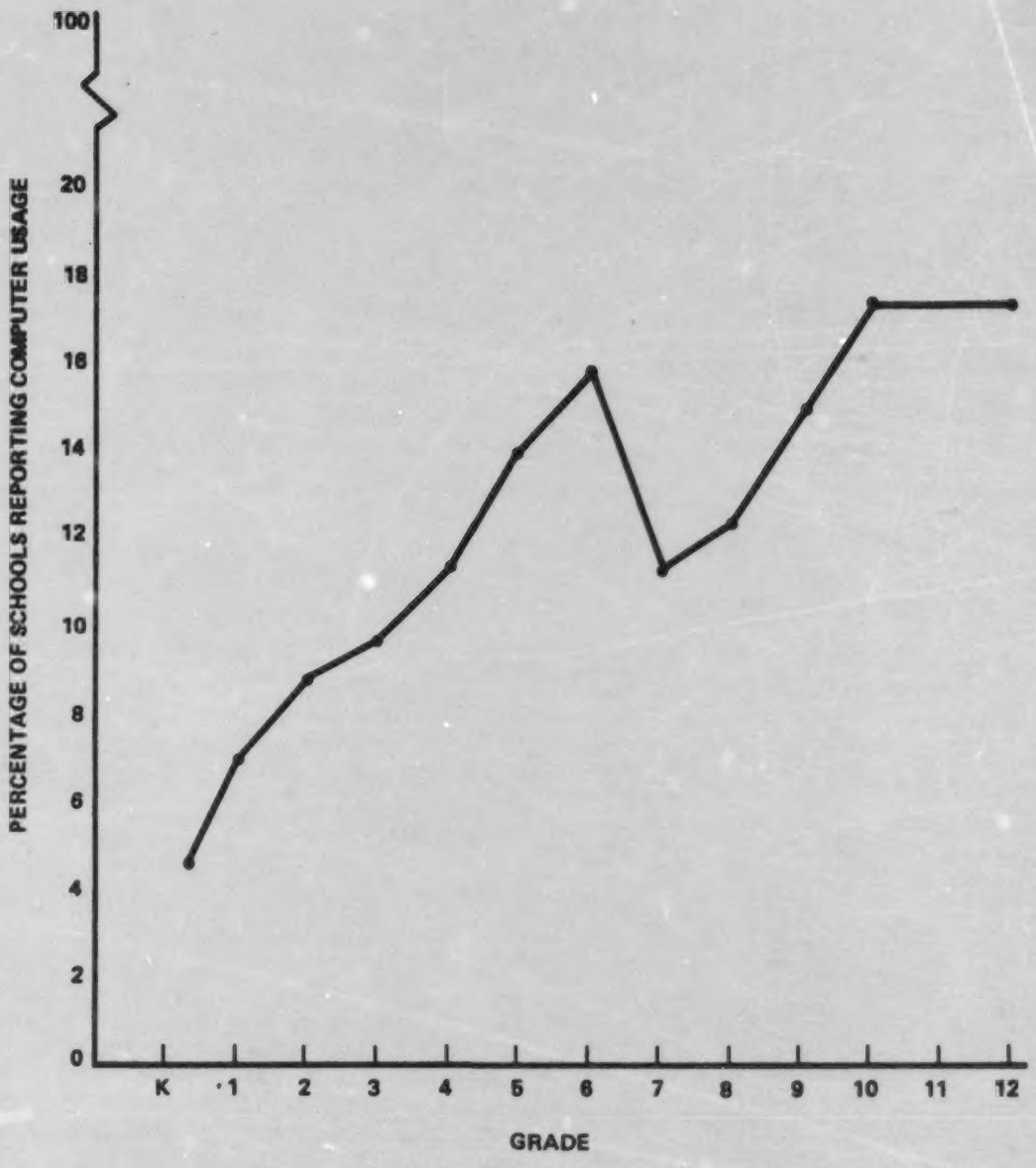

EXHIBIT 3-2

PERCENTAGE OF SCHOOLS USING COMPUTERS FOR INSTRUCTION AT EACH GRADE LEVEL

inservice training and software needs are cited as problems, we will consider each of these in more depth.

Due to the recency of the computer explosion in education, most teachers have not had instruction in educational computer applications as part of their formal training. Indeed, as recently as 1980, only three teachers colleges in the U.S. were offering computer-literacy training. This lack of training can be seen in DoDDS. In the survey of teachers, 66 percent of the respondents indicated they had no experience using computers (see Exhibit 3-3). Although DoDDS has offered inservice training in computer education over the last five years, there is still a pressing need to provide an extensive program of inservice training in computer literacy and in computer applications in education as part of efforts to capitalize on the potential offered by computers. This need for such training is underscored by the fact that 61 percent of the surveyed DoDDS teachers stated they had a high need for inservice training in computer science, making it the third highest ranked need (after "New Methods" and "New Materials" which also could conceivably include computers) out of the 20 inservice training areas named on the survey. While the exact content of such training was not addressed in this study, Exhibit 3-4 shows topics identified by a sample of stateside teachers as desirable for inservice training on computer literacy.

A second major need in introducing computer technology into an educational system is that of adequate software. Clearly,

PRIOR EXPERIENCE WITH COMPUTERS	PERCENT
No Experience Using Computers	66%
Have Used Computers but Have Not Written Computer Programs	20%
Have Had Computer Programming Experience	14%

EXHIBIT 3-3

NATURE OF PRIOR COMPUTER EXPERIENCE
FOR DoDDS TEACHERS

TOPIC	PERCENT
Use of Computer to Supplement Instruction	86%
Computers for Record Keeping	70%
Computer Terminal Operation	69%
Hardware and Software Concepts	69%
Computer Programming	67%
Role and Impact of Computers in Society	54%
Other Computer Applications	43%
History of Computers	30%
Other Topics	4%

EXHIBIT 3-4

DESIRED TOPICS FOR COURSE ON COMPUTER LITERACY FOR TEACHERS

the instructional value of a computer can be no higher than that of the software which provides the instruction. In many ways, software packages can be considered as education supplies such as textbooks, with many of the same issues and problems associated with their selection and procurement. However, software packages have unique problems, some arising from the nature of the microcomputer software industry. Unlike the textbook publishing industry, where the market contains a limited number of major firms, the current software industry is composed mostly of a proliferation of small firms. Indeed, the most popular educational software packages tend to be produced by the smaller firms in the industry. For example, only 14 percent of the educational software packages are distributed by major publishers. Because of this, it is extremely difficult to identify, much less evaluate, all competing candidate software programs for inclusion into a school's curriculum. This problem, compounded by difficulties attendant to overseas locations and the government procurement process, makes informed software selection complex, time-consuming, and difficult. A number of clearinghouses, not associated with any software developers, test and evaluate educational software. DoDDS has been a member of the National Clearinghouse Technical Review Committee (SIFTNET) since 1981.

In addition to direct instructional applications, computers and associated technologies will continue to offer significant potential for addressing administrative and managerial problems. Currently, the application of computer technology to

administrative/managerial tasks is lagging behind instructional applications within DoDDS. Yet, this technology offers real opportunities to remediate some problems inherent to DoDDS operations. One such area is the problems in communications among schools, Regional Headquarters, and ODS due to DoDDS' geographic dispersion. Some stateside school districts and state departments of education with far less of a geographic dispersion than the DoDDS regions are turning more and more to computer telecommunications networks as communication links among their subelements. Such networks provide:

- Computer "bulletin boards" on which to post announcements of general interest for access by all on the network. Such entries can totally replace general distribution memos and announcements within an organization.
- Electronic mail which provides user-to-user communications at speeds exceeding normal mail.
- Data collection capabilities such as computer-based surveys or polling techniques which can provide timely information to support management decision making.

Subscriptions to national and satellite-based international computer networks (some oriented specifically to education users) are commercially available and are being increasingly utilized by states and district organizations. For example, six states--Florida, Pennsylvania, Kansas, Montana, Colorado, and West Virginia--have all of their school districts on the Specialnet System, a system which is specifically oriented to users with interest in special education. The hardware requirements for such systems in the U.S. are minimal since they require only a terminal or microcomputer and can allow different types of

hardware systems to communicate with one another. Considering the delays built into DoDDS' administrative procedures by postal and communication delays, it would appear that DoDDS could greatly benefit through participation in one of the telecommunications systems.

The most effective management of a system as large as DoDDS requires management decision making supported by complete and current information on system conditions and changes. As discussed in an earlier chapter, major features of the dependent school system (e.g., student population characteristics) may alter quite rapidly and significantly in response to changing military policy or conditions. The ability to sense these changes at an early stage in order to deal effectively with their operational implications requires a capability for quick access to, and analysis of, a broad variety of information on DoDDS operations. In short, what is needed is a management information system [MIS] or an integrated group of management information systems. The need for such a system has been recognized by DoDDS, and activities have been underway for a few years to plan and develop MIS capabilities at the school, Regional, and Headquarters levels. The school-level management information system is scheduled for implementation in school year 1983-84.

The increased systemwide availability of computer hardware at the school level should greatly facilitate the development of this system. A major obstacle to the development of such a system is the fact that in many important areas (e.g.,

transportation, personnel) DoDDS is dependent on services provided by the different military services. Because much of the information in such areas is not consistently kept across the four services, or is kept in an inconsistent format, it is extremely difficult and costly to integrate such data in a single MIS. A necessary precondition for a comprehensive MIS is the establishment of standardized procedures for reporting operational data that are common across services, installations, and services. Considerable progress has been realized by DoDDS in this area in the past year. Such efforts will need to continue and expand.

CHAPTER 4

PARENTS' ATTITUDES TOWARDS EDUCATION

INTRODUCTION

With the establishment of the Advisory Council on Dependents' Education and local School Advisory Committees, the opinions of the parents of DoDDS students will be a growing force in the shaping of DoDDS' future policy. An understanding of DoDDS future requirements would therefore be incomplete without consideration of parents' views on the education their children receive in the dependents school system and parents' feelings regarding what that education should be. Moreover, effective long-range planning for DoDDS must include continuing evaluation of trends in parents' attitudes towards issues pertaining to their children's education.

A survey was performed as part of the Comprehensive Study to elicit the attitude of DoDDS parents toward education. Results from this survey represent an initial point with which subsequent survey results can be compared to assess developing trends. With only one temporal point to consider, future trends cannot be directly assessed. However, current parent attitudes represent important factors which the DoDDS system must take into account if DoDDS schools are to best meet the needs and satisfy the desires of the military parents and children they serve.

Exhibit 4-1 presents a cross-tabulation of rank of military parents surveyed and DoDDS region. Where both parents were

DoDDS REGION	ENLISTED (E1-E4)	NCO (E5-E9)	WARRANT OFFICERS	OFFICERS	NON-MILITARY (BOTH PARENTS)	NO RESPONSE	TOTAL
Germany-North	19 (4%)	228 (62%)	20 (4%)	65 (14%)	59 (13%)	16 (3%)	467
Germany-South	11 (4%)	169 (58%)	12 (4%)	37 (13%)	43 (15%)	20 (7%)	292
Atlantic	2 (3%)	35 (55%)	1 (2%)	15 (23%)	10 (16%)	1 (2%)	64
Mediterranean	2 (1%)	86 (61%)	3 (2%)	24 (17%)	18 (3%)	7 (5%)	140
Pacific	4 (2%)	107 (56%)	3 (2%)	56 (29%)	15 (8%)	16 (3%)	191
Panama	4 (5%)	47 (62%)	2 (3%)	7 (9%)	13 (17%)	3 (4%)	76
Total	42 (3%)	732 (60%)	41 (3%)	204 (17%)	158 (13%)	53 (4%)	1230

EXHIBIT 4-1

NUMBER OF PARENTS IN SAMPLE
SURVEY BY DoDDS REGION

military, classification is arbitrarily on the basis of father's rank.

Within limits, the representation of each rank is proportionately equal for each region surveyed. NCOs (i.e., second or more term-enlistees) make up by far the largest class, with officers second among the military groups. First-term enlisted personnel and warrant officers make up a very small percentage of the population. Since the proportions are relatively constant across regions, this sample appears to be relatively representative of DoDDS populations.

Unlike the situation with military ranks, percentage of parents from each school level differs considerably from region to region (Exhibit 4-2). Thus in interpreting results, where regions or school levels differ, we will have to distinguish between effects attributable to regions and those attributable to school level.

The first type of survey result to be discussed will compare U.S. national trends in parent attitudes towards public schools, obtained from a Gallup poll conducted in 1982, to those obtained in the DoDDS parent survey. Where DoDDS results differ markedly from those of Gallup, or where there are significant differences in attitudes between DoDDS parents in different regions, school levels, or ranks, we will break results down by these variables. For Gallup results, we will present both overall results for the whole population polled and results for only parents with children in public schools, since this group is the most comparable to the DoDDS parent survey population.

DoDDS REGION	ELEM.	MIDDLE	HIGH SCHOOL
Germany-North	323	93	47
Germany-South	115	-	127
Atlantic	12	-	32
Mediterranean	126	-	8
Pacific	135	53	-
Panama	76	-	-
TOTAL	787	146	214

EXHIBIT 4-2

NUMBER OF SURVEYED PARENTS CLASSIFIED BY DoDDS REGION AND SCHOOL LEVEL

DoDDS Parents' Overall Ratings Compared to National Sample

The first and most fundamental parent attitude to be treated involves parents' overall assessment of their local schools. Both the Gallup poll and the DoDDS survey asked parents to rate their schools on an A, B, C, D, or Fail basis. The results are presented below:

	A	B	C	D	F	Don't Know
Gallup	11%	38%	31%	13%	6%	1%
DoDDS	9%	41%	28%	5%	1%	16%

This figure shows that DoDDS parents as a group rate the DoDDS schools comparably to the rating given to local schools by the Gallup sample of parents with children in the public schools. To see if this held true for all DoDDS parent populations and school types, this result was broken down further by parent rank, DoDDS region, and school level. These results are given in Exhibit 4-3.

When overall DoDDS school ratings are broken down by parent rank, it is evident that all DoDDS subgroups rate their schools in a way generally comparable to Gallup's sample. Indeed, all but the officers are somewhat more likely to rate DoDDS schools as good or excellent than parents in the national sample. However, when officers are compared with the members of Gallup's sample who graduated from college, the most comparable national subgroup, officer parents are more favorably disposed toward

	A	B	C	D	F	DON'T KNOW
Gallup Overall	11%	38%	31%	13%	6%	1%
Gallup Overall Grade	6%	33%	32%	13%	6%	10%
DoDDS	9%	41%	28%	5%	6%	16%
Enlisted	18%	39%	16%	5%	3%	18%
NCO	11%	41%	28%	6%	1%	14%
WO	10%	43%	31%	7%	0%	0%
Officer	6%	40%	31%	2%	0%	21%
Non-Military	8%	42%	27%	6%	0%	19%
Germany-North	8%	42%	28%	4%	1%	17%
Germany-South	6%	34%	34%	9%	1%	16%
Atlantic	5%	52%	34%	5%	0%	5%
Mediterranean	7%	44%	23%	9%	0%	17%
Pacific	16%	42%	24%	3%	2%	14%
Panama	23%	46%	16%	3%	1%	11%
Elementary	10%	41%	25%	5%	1%	18%
Middle	10%	43%	31%	6%	1%	9%
High School	6%	40%	34%	7%	5%	14%

EXHIBIT 4-3

PERCENTAGE RATING OF DoDDS SCHOOLS BY SEGMENTS OF DoDDS PARENT POPULATIONS AND GALLUP PARENTS

DoDDS schools than Gallup's college graduates are to their local schools.

Ratings of DoDDS schools appear to vary more between DoDDS regions than they do between parent groups. This is consistent with the conclusion that these ratings are at least as sensitive to actual characteristics of schools as to nonschool-related parent dispositions. When ratings broken down by regions are compared to Gallup ratings, it appears that all except those for Germany-South are comparable to or higher than U.S. norms. When school ratings are broken down by school level, only high school is slightly lower than the U.S. norms.

One way that virtually all DoDDS parents' ratings differ from those of Gallup's parents is that a substantially higher percentage of DoDDS parents answer "I don't know" to questions asking for assessment of DoDDS schools. This result, which appears disturbing at first, may simply be attributable to the fact that many parents may have been posted overseas only recently. At any rate, it is appropriate to correct DoDDS data and consider percentages only of parents who considered themselves well enough informed to give a rating at all. Since only 1 percent of Gallup's public school parents answered "I don't know," no similar correction is necessary for comparative purposes.

Exhibit 4-4 shows that with the "I don't know" category eliminated, overall 10 percent more DoDDS parents rated their schools higher (A or B) than the national sample. In addition,

	A	B	C	D	F
Gallup	11%	38%	31%	13%	6%
DoDDS	11%	48%	33%	6%	1%
Enlisted	23%	48%	19%	6%	3%
NCO	12%	47%	32%	7%	2%
WO	10%	46%	36%	8%	0%
Officers	8%	51%	38%	2%	1%
Nonmilitary	9%	50%	34%	7%	0%
Germany-North	10%	51%	34%	5%	1%
Germany-South	7%	40%	40%	11%	1%
Atlantic	5%	55%	36%	5%	0%
Mediterranean	8%	53%	28%	11%	0%
Pacific	19%	49%	28%	5%	2%
Panama	26%	52%	18%	3%	1%
Elementary	12%	50%	30%	6%	1%
Middle	11%	47%	34%	7%	1%
High School	7%	47%	40%	8%	6%

EXHIBIT 4-4

ADJUSTED PERCENTAGE RATING OF DoDDS SCHOOLS BY SEGMENTS OF DoDDS' PARENT POPULATION AND GALLUP PARENTS

higher (A or B) than the national sample. In addition, 12 percent fewer DoDDS parents rated their schools negatively (D or Fail) than did Gallup's public school parents. When DoDDS results are broken down by rank, it appears that the small sample of enlisted parents are somewhat more likely to rate DoDDS schools as good or excellent. Warrant officers are least likely to do so; indeed, they are the only parent rank with a smaller percentage of positive ratings than the national sample. All regions except Germany-South show a higher percentage of positive ratings than Gallup's sample, with the Pacific and particularly Panama regions markedly higher. No region or rank shows as many negative ratings as the national sample. Elementary school parents have the highest percentage of parents rating schools positively, with high school parents having the lowest (although still exceeding the Gallup sample). The high school parents group also contains the most negative ratings of any DoDDS group, although fewer than the national samples.

DoDDS Parents' Ratings of Components of Schools

Although the Gallup sample did not do so, DoDDS parents were asked to provide not only ratings of DoDDS schools overall but of components which go into making up a school. Thus DoDDS parents were asked to give additional A-Fail ratings of "DoDDS teachers in your community," "DoDDS administrators in your community," and "DoDDS facilities in your community." These ratings are given in Exhibits 4-5 through 4-7, broken down by parent group, DoDDS region, and school level. In these exhibits

	A	B	C	D	F
DoDDS	20%	44%	30%	5%	1%
Enlisted	27%	44%	29%	-	-
NCO	20%	42%	31%	6%	1%
WO	15%	50%	28%	5%	3%
Officer	16%	55%	26%	3%	1%
Nonmilitary	19%	46%	31%	3%	1%
Germany-North	18%	48%	29%	5%	1%
Germany-South	19%	37%	35%	8%	1%
Atlantic	9%	50%	39%	2%	0%
Mediterranean	17%	44%	33%	6%	1%
Pacific	20%	47%	28%	4%	1%
Panama	42%	44%	13%	1%	0%
Elementary	23%	44%	27%	5%	1%
Middle	9%	55%	29%	4%	2%
High School	14%	41%	42%	8%	1%

EXHIBIT 4-5

PERCENTAGE RATINGS BY DoDDS PARENTS OF DoDDS TEACHERS IN THEIR COMMUNITIES

	A	B	C	D	F
DoDDs	17%	40%	30%	10%	1%
Enlisted	26%	36%	29%	7%	3%
NCO	16%	41%	30%	10%	3%
WO	21%	31%	41%	8%	0%
Officer	15%	43%	25%	13%	5%
Nonmilitary	19%	40%	28%	9%	3%
Germany-North	13%	39%	32%	12%	4%
Germany-South	17%	38%	31%	12%	2%
Atlantic	17%	46%	27%	5%	0%
Mediterranean	17%	40%	31%	7%	5%
Pacific	17%	41%	29%	10%	4%
Panama	38%	45%	14%	3%	0%
Elementary	18%	38%	30%	10%	4%
Middle	12%	44%	29%	12%	4%
High School	16%	37%	34%	12%	2%

EXHIBIT 4-6

PERCENTAGE RATINGS BY DoDDS PARENTS OF SCHOOL ADMINISTRATORS IN THEIR COMMUNITIES

	A	B	C	D	F
DoDDS	13%	34%	35%	12%	6%
Enlisted	14%	38%	30%	11%	8%
NCO	13%	36%	32%	12%	7%
WO	10%	29%	37%	22%	2%
Officer	10%	34%	40%	13%	5%
Nonmilitary	16%	31%	39%	10%	4%
Germany-North	10%	38%	35%	12%	6%
Germany-South	10%	30%	37%	14%	8%
Atlantic	11%	36%	27%	18%	7%
Mediterranean	4%	30%	49%	14%	3%
Pacific	25%	40%	29%	11%	5%
Panama	29%	46%	18%	4%	1%
Elementary	13%	36%	34%	12%	5%
Middle	11%	31%	33%	15%	10%
High School	16%	33%	37%	11%	4%

EXHIBIT 4-7

PERCENTAGE RATINGS BY DoDDS PARENTS OF SCHOOL FACILITIES IN THEIR COMMUNITIES

63

percentages were computed with the "I don't know" response category eliminated for greater clarity in revealing parent attitudes.

If favorable attitude on the part of parents is somewhat arbitarily defined as more than 60 percent of the parents rating a given aspect of the school as good or excellent, 64 percent of the parents rate teachers favorably. Furthermore, every segment of the DoDDS parent population rated DoDDS teachers favorably. There is surprisingly little variance among groups: the range is from a high of 71 percent As and Bs for enlisted and officers to a low of 62 percent for warrant officers and nonmilitary. It is also notable that each segment of the parent population rated DoDDS teachers more favorably than they rated DoDDS schools overall.

When parents' ratings of teachers are broken down by region, the range is somewhat greater, from a low of 56 percent As and Bs for Germany-South to an 86 percent favorable rating in Panama. Again, the greater range produced when ratings are grouped by region than when they are divided by population group gives support to the idea that parents are genuinely responding to characteristics of the schools, rather than on the basis of a response bias. Even the region least satisfied with its teachers, Germany-South, rates them more highly than it does DoDDS schools as a whole.

Ratings for elementary schools were quite high, with 67 percent of the parents rating teachers A or B. Lower ratings

were given to high school teachers, with 56 percent of the parents rating teachers A or B.

Ratings assigned to administrators were lower overall than those assigned to teachers. Note also the relatively high percent of parents rating administrators negatively. This indicates that parents do indeed distinguish between teachers and administrators. However, it is very unclear whether it is really administrators per se who are being rated or whether heavy components of administration policy, conditions, etc., are being factored in.

Given our arbitrary criterion of favorable parent attitude as more than 60 percent As and Bs, only the relatively small group of enlisted personnel, the Atlantic Region (which is the only group where administrators are rated higher than teachers), and the Panama Region, rate administrators favorably.

Parents' attitudes toward the facilities of their local DoDDS schools are uniformly worse than assessment of teachers and administrators. Indeed, of all the subgroups, only the Panama Region and the Pacific Region and the small group of enlisted personnel show more than 50 percent of parents assessing DoDDS facilities as excellent or good. Relatively large numbers of negative ratings characterize the warrant officer, Germany-South, Atlantic, and middle school parent groups.

To investigate the relationship between the component assessments (teacher, administrator, facility) and overall DoDDS

rating, we computed a correlation between overall ratings of DoDDS schools and the rating of each component for all parent groups. In all cases, as expected, correlations were moderately high (significant at $p < .001$) and positive. As might also be expected, the overall rating was most highly associated with rating of teachers ($r = .60$), second with administrators ($r = .54$), and third with facilities ($r = .44$). Nevertheless, given (1) that there is most room for improvement in parent rating of facilities; (2) parents do appear to be open to giving high ratings to school components they genuinely approve of; (3) parents have shown themselves willing to rate some facilities very highly, as was the case in Panama; and (4) measures for improving facilities would appear to be the most clearcut and noncontroversial, it might be recommended that the best means of improving overall parent assessment of DoDDS schools would be to improve facilities.

DoDDS Parents' Perceptions of Problems in Schools

In designing this effort we reasoned that since a lack of discipline has been consistently identified in the Gallup poll over the last several years as the major problem confronting the public school system, with drug use and deficiencies in curriculum and standards also of great concern, that similar concern would also be felt by DoDDS parents. Thus in our survey we asked DoDDS parents to indicate which of a number of specified problems was the biggest one with which DoDDS schools in their communities had to deal. Exhibit 4-8 gives reply profiles of the total

	PERCENT										
	DIFFICULTY ATTRACTING TEACHERS	EQUAL OPPORTUNITY	DISCIPLINE	LACK OF FUNDS	OVERCROWDING	POOR CURRICULUM	POOR STANDARDS	USE OF DRUGS	SCHOOL BUSES	SCHOOL LUNCH	OTHER OR MULTIPLE
Gallup*	10	**6	27	22	4	-	-	20	1	-	-
DoDDS	14	1	10	16	13	4	3	2	3	14	20
Enlisted	10	2	16	10	10	2	2	0	0	22	27
NCO	15	1	11	15	13	4	3	2	3	16	18
WO	6	0	12	19	12	2	2	7	2	12	17
Officer	14	1	12	18	8	3	4	3	1	9	23
Nonmilitary	15	1	12	18	8	3	4	3	1	9	26
Germany-North	16	1	11	14	16	3	4	2	3	12	19
Germany-South	15	1	11	16	14	3	4	2	1	14	20
Atlantic	5	0	9	39	11	11	0	0	5	0	21
Mediterranean	14	1	11	19	6	7	1	1	2	17	21
Pacific	14	1	9	16	15	5	3	2	1	14	20
Panama	15	1	7	12	4	0	3	0	4	29	24
Elementary	13	1	9	15	15	4	3	1	2	18	21
Middle	19	1	12	15	8	4	4	5	3	12	19
High School	16	1	12	19	10	5	5	2	3	6	21

*Multiple answers were allowed on the Gallup Survey. Sample size = 1,557

**Integration/busing.

EXHIBIT 4-8

DoDDS PARENTS' ASSESSMENTS OF BIGGEST PROBLEMS FACING DoDDS SCHOOLS COMPARED WITH 1982 GALLUP PARENT SAMPLE

DoDDS' parents' assessments of problems compared with 1982 Gallup results.

The first way to view the results presented in Exhibit 4-8 is to compare the Gallup results with the DoDDS results both for the overall sample and for specific groups. Even though structural differences in questions (i.e., DoDDS parents were asked to check only one answer, and Gallup's sample were allowed multiple answers) make rigorous comparisons difficult, the difference in the responses of these two groups are quite striking. The first noteworthy result is the much lower concern with drug problems on the part of DoDDS parents. While 20 percent of the national sample rated drugs to be one of their community schools' biggest problems, only 2 percent of the DoDDS parents did, including only 5 percent of middle school and 2 percent of high school parents. Secondly, while discipline is rated the single most important problem by Gallup's parents, this problem was ranked first by only 10 percent of the DoDDS sample. It would seem that these significant problems which have plagued American education over recent years are not present in the DoDDS schools. It would be extremely interesting to know how a CONUS military parent population would rate these problems, since the parent/student population would be comparable to the DoDDS population, while the schools would be comparable to the Gallup population.

Another difference between DoDDS and Gallup results concerns the importance assigned the problem of difficulty of getting good teachers. DoDDS parents rated this factor as considerably more

important than did Gallup parents, even though the latter could have checked it in conjunction with other problems. (Note that the problem is assessed as of very little importance by parents in the Atlantic Region.) However, it is quite striking that almost all groups rate teachers so highly in their communities and that there is a high correlation between ratings of teachers and ratings of DoDDS schools overall. Even more perplexing is the fact that where this problem is perceived as less important (e.g., in the Atlantic Region), teachers tend to be less highly rated. Perhaps, although the problem of getting good teachers is viewed as a very difficult one, the DoDDS system is seen as surmounting it satisfactorily.

The single problem most often cited as DoDDS' biggest is lack of funds. This is seen as particularly severe in the Atlantic and to a lesser extent in the Mediterranean Region and in high schools generally. As this could be the source of a multitude of other problems simultaneously (e.g., poor facilities, outdated texts, inability to keep exceptional teachers, overcrowding), it is difficult to know how to interpret this rating. The number of parents checking this and other problems which might result from lack of funds (e.g., overcrowding) would seem to indicate that the DoDDS parent population (in possible distinction from U.S. parents as a whole) see the shortcomings of their schools as stemming from straightforward material causes rather than from more fundamental and less curable wide-spread societal malaise. This interpretation is strengthened by the

fact that the Panama Region, which rates its schools higher than do other DoDDS regions, is also less likely to cite lack of funds as a major problem. On the subject of societal problems, it is striking in light of the proportion of minority personnel with children in DoDDS that equal opportunity issues are virtually never cited as DoDDS' biggest problem.

The problem of provision of student feeding in DoDDS is discussed elsewhere in this report. Surprisingly, this is frequently cited as DoDDS' biggest problem (14 percent overall; most frequently cited by enlisted personnel, NCOs, the Mediterraneanan and Panama samples, and elementary school parents). It is unclear whether this finding indicates satisfaction with other more central aspects of the DoDDS program or simply depth of frustration with the student feeding situation. The former interpretation is strengthened by the fact that 29 percent of parents from the otherwise highly rated Panama Region cite this as DoDDS' most important problem.

Overcrowding, which is viewed as minimal in the Mediterranean and Panama, is perceived as a particular problem in the Pacific and Germany.

To strengthen the interpretation of the above analyses, parents groups were analyzed on the basis of how they rated DoDDS schools for their communities, and for parents giving each rating what percent rated each potential problem as DoDDS' most important. Because of the variability in proportion of parents citing more than one problem (even though instructed to select only

one), we calculated percentages twice, once with and once without the "other and multiple" category entering the calculations. These calculations are shown in Exhibit 4-9.

Giving little weight to the very poor category which includes only 13 parents (8 giving unique problem selections), we see that selection of "difficulty getting good teachers," "poor curriculum," "poor standards," "and multiple problems" as DoDDS' biggest problems is more notable for parents with a poorer overall assessment of DoDDS. Conversely, selection of lack of discipline, lack of funds, and lunch as DoDDS' major problems is more likely for parents assessing DoDDS more highly. This accords with intuitive feelings of what the most fundamental aspects of good education are: teachers, curriculum, and standards. These unfortunately are also the most difficult features to alter in a way that will please everyone. Solving the easiest problem--lunches--would eliminate the chosen problem of the most satisfied rather than the least satisfied parents. This analysis confirms our earlier suggestion, that lunch was selected as the most important problem facing DoDDS not because of its perceived magnitude but because parents were essentially satisfied with more important features. It should, however, be noted that although the least satisfied parents select the thorniest problems as major, these parents are in the minority. Poor and very poor overall ratings were selected by only 6 percent of the parents surveyed.

PERCENT

	DIFFICULTY ATTRACTING TEACHERS	EQUAL OPPORTUNITY	DISCIPLINE	LACK OF FUNDS	OVERCROWDING	POOR CURRICULUM	POOR STANDARDS	USE OF DRUGS	SCHOOL BUSES	SCHOOL LUNCH	OTHER OR MULTIPLE
With Parents Selecting Multiple or Other Response Included											
Excellent	8	2	11	20	11	4	0	2	3	23	21
Good	14	1	11	18	14	3	1	2	3	16	17
Fair	19	4	9	13	14	6	6	2	1	9	20
Poor	20	0	7	3	10	13	13	0	0	7	28
Very Poor	8	0	0	23	0	8	15	0	0	0	46
Total	15	1	10	16	4	4	3	2	2	14	20
With Parents Selecting Multiple or Other Response Eliminated											
Excellent	10	2	14	25	14	4	0	2	4	29	-
Good	17	1	13	22	17	3	1	2	4	19	-
Fair	24	1	11	16	17	8	8	3	2	11	-
Poor	24	0	8	8	12	16	16	0	0	8	-
Very Poor	13	0	0	38	0	13	25	0	0	0	-
Total	18	1	13	20	16	5	4	2	3	18	-

EXHIBIT 4-9

PARENTS' RATINGS OF DoDDS QUALITY
OVERALL AND SELECTION OF ITS BIGGEST PROBLEMS
(IN PERCENT)

DoDDS Parents' Attitudes towards High Schools' Performance

In the design of this study, we identified several national trends in parents' attitudes towards local schools' performance at the high school level. In particular, we found that parents perceived local high schools as deficient in meeting the following objectives:

- Developing students' moral and ethical character (Exhibit 4-10)
- Teaching students how to think (Exhibit 4-11)
- Preparing noncollege bound students for a job or career (Exhibit 4-12)
- Preparing students to be informed citizens and voters (Exhibit 4-13)
- Preparing students for college (Exhibit 4-14)
- Developing cultural appreciation (Exhibit 4-15)

To summarize the highlights of these exhibits, DoDDS parents in general appear to attach much importance to all of these aspects of education, as well as believing that they are legitimately addressed by the schools. We base this conclusion on the negligible percent of parents who rated their schools as devoting too much attention to each of the areas. Taking all the areas together, parents were about equally divided in assessing DoDDS schools as devoting too much and the right amount of attention to the areas. Taking the areas individually, considerably more than half the parents believe that their schools should devote more attention to developing moral and ethical character (65 percent) and to preparing (noncollege-bound) students for a job (59 percent); somewhat more than half (53 percent) want more

	TOO MUCH	RIGHT AMOUNT	NOT ENOUGH
DoDDS	1%	34%	65%
Enlisted	0%	38%	61%
NCO	2%	34%	64%
WO	0%	33%	67%
Officer	1%	33%	66%
Nonmilitary	0%	38%	62%
Germany-North	1%	35%	64%
Germany-South	1%	33%	66%
Atlantic	0%	32%	68%
Mediterranean	2%	32%	66%
Pacific	1%	31%	68%
Panama	0%	42%	58%
Elementary	1%	31%	67%
Middle	0%	39%	61%
High School	1%	34%	65%

EXHIBIT 4-10

PERCENTAGE RATING OF HIGH SCHOOLS' PERFORMANCE IN DEVELOPING MORAL AND ETHICAL CHARACTER

	TOO MUCH	RIGHT AMOUNT	NOT ENOUGH
DoDDS	1%	46%	53%
Enlisted	11%	56%	33%
NCO	1%	49%	50%
WO	0%	39%	61%
Officer	1%	38%	61%
Nonmilitary	0%	48%	52%
Germany-North	1%	45%	54%
Germany-South	2%	41%	57%
Atlantic	0%	50%	50%
Mediterranean	0%	43%	57%
Pacific	0%	52%	48%
Panama	0%	66%	34%
Elementary	2%	45%	54%
Middle	0%	55%	45%
High School	1%	42%	57%

EXHIBIT 4-11

PERCENTAGE RATING OF HIGH SCHOOLS' PERFORMANCE
IN TEACHING STUDENTS TO THINK

	TOO MUCH	RIGHT AMOUNT	NOT ENOUGH
DoDDS	1%	40%	59%
Enlisted	8%	33%	58%
NCO	1%	40%	60%
WO	0%	56%	44%
Officer	0%	39%	61%
Nonmilitary	1%	44%	55%
Germany-North	1%	43%	57%
Germany-South	1%	40%	59%
Atlantic	0%	56%	44%
Mediterranean	2%	42%	56%
Pacific	0%	35%	65%
Panama	0%	50%	50%
Elementary	2%	45%	54%
Middle	0%	55%	45%
High School	1%	42%	57%

EXHIBIT 4-12

PERCENTAGE RATING OF HIGH SCHOOLS' PERFORMANCE
IN PREPARING STUDENTS FOR JOBS

	TOO MUCH	RIGHT AMOUNT	NOT ENOUGH
DODDS	1%	48%	51%
Enlisted	0%	31%	69%
NCO	2%	42%	56%
WO	0%	58%	41%
Officer	0%	52%	48%
Nonmilitary	0%	64%	36%
Germany-North	1%	51%	48%
Germany-South	2%	42%	56%
Atlantic	0%	57%	44%
Mediterranean	0%	59%	42%
Pacific	1%	42%	57%
Panama	5%	52%	43%
Elementary	2%	46%	52%
Middle	0%	50%	50%
High School	1%	50%	49%

EXHIBIT 4-13

PERCENTAGE RATING OF HIGH SCHOOLS' PERFORMANCE
IN PREPARING STUDENTS TO VOTE

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	TOO MUCH	RIGHT AMOUNT	NOT ENOUGH
DoDDS	3%	53%	44%
Enlisted	0%	63%	38%
NCO	3%	51%	46%
WO	0%	55%	45%
Officer	2%	48%	50%
Nonmilitary	3%	64%	33%
Germany-North	2%	51%	46%
Germany-South	3%	54%	43%
Atlantic	0%	60%	40%
Mediterranean	4%	56%	40%
Pacific	3%	47%	49%
Panama	0%	72%	28%
Elementary	3%	52%	46%
Middle	5%	49%	46%
High School	2%	57%	41%

EXHIBIT 4-14

PERCENTAGE RATINGS OF HIGH SCHOOLS' PERFORMANCE
IN PREPARING STUDENTS FOR COLLEGE

	TOO MUCH	RIGHT AMOUNT	NOT ENOUGH
DoDDS	4%	59%	37%
Enlisted	0%	53%	47%
NCO	5%	61%	34%
WO	0%	71%	29%
Officer	2%	53%	46%
Nonmilitary	4%	58%	38%
Germany-North	2%	60%	38%
Germany-South	5%	52%	43%
Atlantic	13%	65%	23%
Mediterranean	2%	63%	35%
Pacific	5%	63%	32%
Panama	4%	75%	21%
Elementary	5%	60%	35%
Middle	2%	57%	41%
High School	4%	59%	37%

EXHIBIT 4-15

PERCENTAGE RATING OF HIGH SCHOOLS' PERFORMANCE
IN DEVELOPING APPRECIATION OF CULTURE

attention placed on teaching students to think and in preparing students to vote (51 percent); somewhat more than half (53 percent) are satisfied with the amount of attention paid to college preparation; and considerably more than half (59 percent) are satisfied with the emphasis on cultural appreciation. With so few parents believing that too much attention is paid to these subjects, one would think that the DoDDS system could increase the amount of parents' satisfaction overall by increasing attention paid to such areas. However, since parents do not suggest that less time should be devoted to academic subjects, and there are a limited number of hours in a school day, it is not clear how or if the emphases indicated by parents could be achieved.

Looking at the responses of different parent rank and region* subgroups to these areas we find:

- Parents are uniform in their assessments that character development is underemphasized.
- Officers and warrant officers are less satisfied with high schools' performance in teaching students to think than are enlisted and nonmilitary parents. Indeed, 11 percent of enlisted personnel believe that too much attention is paid to this area. Parents in Panama and, to a lesser extent, the Atlantic and Pacific Regions are more satisfied with this area than are parents in other regions.
- Parents in the Atlantic and to some extent in Panama are more satisfied with job preparation emphasis in DoDDS high schools than are parents in other regions. Although one might expect that more officers' children

*Since the question referred specifically to the high schools we have not considered it justifiable to interpret differences in parent population or the basis of school level.

would be in the college-bound track, officers are equally or more dissatisfied with job preparation in DoDDS high schools than parents of other ranks.

- Military parents, especially enlisted personnel, are less satisfied with high school performance in citizenship preparation than are civilians. Parents in Germany-South and the Pacific are particularly dissatisfied with this area.

- Enlisted personnel and civilians are most satisfied with the amount of college preparation in DoDDS high schools, while officers are least satisfied. This accords with the expected college aspiration of these groups. Parents in Panama are extremely satisfied with this area, while those in the Pacific are least pleased.

- While more than half of parents of all ranks say that cultural appreciation is being emphasized enough, officers and enlisted personnel are most apt to think this area should be emphasized more in DoDDS high schools. Parents in Panama are most satisfied with the amount of emphasis on culture, and those in Germany-South least so. A small but significant proportion of parents in the Atlantic believe too much emphasis is placed on culture in the high schools.

- In spite of some differences, parents of all ranks appear to share the same values about which non-subject matter areas should be emphasized in the high schools and whether this is actually being achieved. There is no case, for example, of the majority of parents of one rank believing that an area is overemphasized while those of another think it is underemphasized.

DoDDS Parents' Ratings of Quality of Subject Matter Instruction

On a national basis, with the exception of physical education, parents do not give very high ratings to the quality of instruction provided in the various subjects included in the public school curriculum, including those imparting basic literacy skills. This is especially true in the case of vocational training. To discover whether this is true of DoDDS parents, as well, in our survey we asked parents to rate the instruction

their children were receiving in nine subject areas on an A-Fail basis. Results obtained for the entire group are presented in Exhibit 4-16.

DoDDS parents appear most satisfied with instruction in the basic skills (i.e., reading, writing, and math) and least so with physical education instruction and science instruction. When ratings of instruction in subjects are compared across parent subgroups, ratings by each parent subgroup are remarkably similar for eight of the nine subjects. This is surprising in light of the different educational levels of parent subgroups and, thus, one might conjecture, of educational expectations about the schools. These results tend to suggest that parent attitudes, particularly where these differ from national trends, are solidly based on actual characteristics of DoDDS schools rather than on independently determined parent characteristics. This also avoids putting DoDDS policymakers in a position where they have to choose between ameliorating shortcomings perceived as important by enlisted personnel and those considered important by officers. The one substantial difference in subject ratings by officer and enlisted personnel involves art. Officer parents are considerably more dissatisfied with art instruction.

Although general rating patterns were preserved for different regions, there was also considerable variation in how good instruction in a given subject was considered in a given region. Rather than presenting these data numerically, for each region we

	A	B	C	D	F
Elementary Reading	31%	40%	21%	6%	3%
Elementary Writing	26%	38%	2%	7%	3%
High School English	18%	44%	30%	6%	3%
Math	24%	42%	27%	6%	1%
Science	18%	41%	33%	7%	1%
Social Studies	19%	43%	32%	5%	1%
Physical Education	23%	34%	27%	10%	5%
Art	19%	41%	29%	9%	2%
Vocational Training	15%	33%	34%	12%	7%

EXHIBIT 4-16

PERCENTAGE RATING BY DoDDS PARENTS OF THEIR CHILDREN'S INSTRUCTION

indicate which subjects were considered better or worse than the DoDDS average for that subject:

- Germany-North: Above DoDDS Average: Math

  Below DoDDS Average: None

- Germany-South: Above DoDDS Average: Vocational Training

  Below DoDDS Average: Elementary Reading, Elementary Writing, Math, Science, Social Studies

- Atlantic: Above DoDDS Average: Elementary Reading, High School English, Vocational Training, P.E.

  Below DoDDS Average: Art, Social Studies, Science, Math, Writing

- Mediterranean: Above DoDDS Average: High School English

  Below DoDDS Average: Art, Writing, Math, Social Studies, P.E., Vocational Training

- Pacific: Above DoDDS Average: Art, P.E., Social Studies, Reading, Writing

  Below DoDDS Average: Vocational Training, High School English

- Panama: Above DoDDS Average: Reading, Writing, Math, High School English, Science, Social Studies, P.E., Art

  Below DoDDS Average: None

Reasons for Choosing Private Schools over DoDDS

DoDDS policymakers in recent years have become concerned that a number of potential DoDDS parents are placing their children in private schools, both religious and secular, rather than in DoDDS. A number of possible reasons have been advanced for this phenomenon, but until the actual major reason or reasons are

known, DoDDS policymakers will have difficulty taking steps to alleviate the situation. To gain some information on this point, DoDDS parents were asked why they thought this was happening.

The possible reason cited most often was desire for greater religious/moral emphasis. This reason was selected by nearly half of the parents responding. Desire for greater discipline was also cited by more than 40 percent of the parents. This is somewhat surprising since "lack of discipline" was cited as DoDDS' major problem by only 10 percent of DoDDS parents. To explain this contradiction one should remember that here DoDDS parents are being asked about the concerns of <u>other</u> parents. Desire for better education, to avoid drugs and alcohol, overcrowding in DoDDS, and unelaborated preference for private education are cited about equally often by something over one-fourth of all parents. The other reason specified in the question "closer to home" is chosen considerably less frequently by 12 percent of the parents. Citation of drugs as a reason for choosing private school is even more surprising than discipline, since only 2 percent of these same parents selected drug use as DoDDS' biggest problem. Better education and preference for private education are so vague and global, especially when attributed to other parents, as to fail to suggest specific policies for changing the situation.

When parent responses are examined subgroup by subgroup, the following findings emerge:

- Enlisted personnel are considerably more likely to cite drugs/alcohol as a reason for preferring

non-DoDDS schools. Since these parents are least likely to have acquired substantial familiarity with DoDDS, it may be that they are carrying over opinions formed in CONUS schools. This explanation is strengthened by the fact that so many of these parents answer "I don't know" to this question. It is not clear why this group cites better education and greater discipline so much less often than the others.

- Warrant officers cite discipline more and religious/moral emphasis less than other groups.

- Officers are considerably more likely to cite multiple reasons (thus frequency is up for all answers). This may simply be attributed to greater sophistication in realizing that most acts have a complex of causes.

- Overcrowding is cited as a causal factor more frequently in Germany and the Pacific.

- Although DoDDS schools not being close to home is clearly not a major contributing cause for choosing non-DoDDS schools in most regions, proximity is an issue in the Atlantic.

- In the Panama Region where DoDDS schools by all indication are very highly rated by DoDDS parents, the main reasons received for choosing private schools are religious/moral and preference for private education. This tends to confirm the hypothesis that failure to use DoDDS schools for these reasons is largely beyond the control of DoDDS to change.

- While religious/moral emphasis is the factor cited most often by elementary school parents, for the middle and high schools this emphasis switches to discipline.

SUMMARY

Since such a large amount of material was presented in this chapter we will conclude by briefly summarizing and synthesizing major conclusions:

- DoDDS parents are more satisfied as a whole with their schools than a national sample of parents of U.S. public school children. For overall schools' ratings and for most of the more specific questions there is remarkably little difference among military parents of different ranks.

- Overall satisfaction varies considerably from DoDDS region to region, with parents in the Pacific and particularly Panama most satisfied overall and those in Germany-South least. (Note that even this latter group are not appreciably less satisfied than parents in the Gallup sample.)

- Parents of DoDDS elementary school children are somewhat more satisfied overall and parents of those of high school age less so.

- DoDDS parents are most satisfied with teachers, less so with administrators, and least with DoDDS facilities. Regional differences indicate parents apparently do distinguish among different facets of their schools. Correlations show that overall ratings of schools are most associated with teachers and least with facilities.

- Unlike national trends, DoDDS parents do not appear to be seriously troubled by discipline and drug problems in their schools. Instead, problems appear to be ascribed to material conditions, lack of funds, overcrowding, and the lunch program, as well as difficulty getting teachers.

- Parents rating DoDDS schools poorly are more likely to view poor curriculum and poor standards as major DoDDS problems.

- More than half of DoDDS parents would like to see high schools place more emphasis on moral and ethical character development (65 percent), teaching students to think (53 percent), preparing students for jobs (59 percent), and for good citizenship/voting (51 percent). A smaller but still substantial proportion would like more attention given to college preparation (44 percent), and culture (37 percent). With the limited exception of the last mentioned area, only a very negligible proportion of parents believe any of these areas are now overemphasized.

- In contrast to national trends, DoDDS parents are generally quite pleased with instruction in basic skills. They are least pleased with vocational training and somewhat less pleased with physical education and science instruction. Association of the lower rated

subjects with equipment, combined with poorer ratings of facilities and identification of lack of funds as a major problem, may point to a straightforward material interpretation of the sources of DoDDS' major problems.

- Most DoDDS parents identify desire for greater religious/moral emphasis as a major reason for selecting non-DoDDS schools.

CHAPTER 5

DoDDS AND THE MILITARY MISSION

The major way that parents' attitudes to DoDDS schools affect the military mission has to do with decisions to re-enlist or accept additional overseas assignments. It is demonstrably to the military's advantage to retain competent, trained, and experienced personnel, and to keep them in overseas stations if that is where they are required. If such personnel are separating from their services or avoiding additional overseas assignments rather than placing their children in DoDDS schools, this problem must be dealt with. The magnitude of this problem would be even greater if it were true that these service members most concerned with the quality of their children's schooling were also the ones who performed most competently and conscientiously on their jobs. Although we have no direct empirical data to support this, we nevertheless suspect it to be the case. A further ramification of this problem is the impact that negative attitudes towards DoDDS on the part of parents returning from abroad can have on other service members who have not had experience with DoDDS.

Our initial assessment that attitude towards DoDDS schools could affect parents' probability of enlisting was strengthened by the results of a 1978-79 DoDDS survey which showed that while 71 percent of enlisted and 70 percent of officer parents who rated DoDDS schools as "excellent" described themselves as

very probable or certain to extend by 1 year, the comparable percentages of those rating schools "very poor" were 48 percent and 47 percent. In order to investigate the magnitude of the effect of parents' attitudes towards DoDDS on decisions to re-enlist and accept additional overseas assignments, we included two questions directly assessing these issues in our parent survey.

Exhibit 5-1 shows that the majority of respondents (over three-fourths overall) say that DoDDS has had no effect on their decisions to re-enlist. Of the remainder almost equal percentages say DoDDS quality has increased and has decreased their intention to re-enlist. While the percentage of officers and warrant officers who report decreased intention is larger, the number of these groups responding to this question at all is so small that no reliable interpretation can be made (see footnote to Exhibit 5-1). When responses broken down by DoDDS region are examined, there is a strong association between how well DoDDS is rated in a region and whether decreased or increased re-enlistment intentions prevail. Thus, in the Panama Region, 30 percent of parents claim that DoDDS has increased their intention to re-enlist, while only 4 percent report a decrease; in the Germany-South Region the comparable figures are 12 percent increase and 15 percent decrease.

The relatively small proportion of parents reporting that DoDDS has influenced the career decision of re-enlistment testifies to the fact that many complex factors interact to influence

	STRONGLY INCREASED	SOMEWHAT INCREASED	SLIGHTLY INCREASED	NO EFFECT	SLIGHTLY DECREASED	SOMEWHAT DECREASED	STRONGLY DECREASED
DoDDS	4%	6%	4%	77%	4%	3%	3%
Enlisted	5%	13%	3%	59%	8%	8%	5%
NCO	4%	5%	4%	79%	4%	2%	3%
WO	0%	0%	0%	92%	0%	0%	8%
Officer*	0%	3%	3%	80%	7%	3%	3%
Germany-North	4%	5%	2%	80%	5%	3%	2%
Germany-South	4%	5%	3%	74%	7%	3%	5%
Atlantic	0%	3%	3%	94%	0%	0%	0%
Mediterranean	2%	5%	1%	72%	5%	5%	1%
Pacific	3%	9%	3%	78%	1%	4%	4%
Panama	14%	14%	2%	66%	2%	0%	2%
Elementary	5%	7%	4%	75%	5%	3%	3%
Middle	3%	5%	0%	82%	3%	5%	2%
High School	2%	2%	5%	85%	4%	2%	1%

*Most officers apparently considered "re-enlistment" applied only to enlisted personnel and did not answer the question.

EXHIBIT 5-1

RATING BY DoDDS PARENTS OF EFFECT OF DoDDS EDUCATION ON INTENTION TO RE-ENLIST

such a decision, e.g., whether 20 years have been served or the job opportunities in the civilian world, as well as the fact that re-enlistments may be associated with a CONUS tour. One might expect that willingness to accept another overseas tour would be more directly related to the perceived desirability of overseas military life, an important component of which is DoDDS. Thus, one would expect larger proportions of personnel reporting influence of DoDDS on such decisions.

Exhibit 5-2 reveals that this is indeed the case. Overall, only slightly less than half (48 percent) of parents report an effect of DoDDS on this decision, compared to 23 percent for re-enlistment. Surprisingly, considering that DoDDS is quite well rated by these parents, more parents report a negative effect than a positive one. This is especially true with regard to officers. When parents' responses are broken down by region, we notice that the regions where DoDDS is rated best reverse this trend; reported positive influences outnumber negative ones in all the non-Germany regions, while Germany-North and Germany-South (which account for more than half the parents responding) reported negative influences prevail.

When data are broken down by schools, reported negative influences outnumber positive ones in all cases, although this effect is largest for the middle schools. Here association between rating of DoDDS schools and reported effect on career intentions is not as clear. Perhaps differential effects of school levels do not have as much to do with perceived

	STRONGLY INCREASED	SOMEWHAT INCREASED	SLIGHTLY INCREASED	NO EFFECT	SLIGHTLY DECREASED	SOMEWHAT DECREASED	STRONGLY DECREASED
DoDDS	8%	6%	6%	52%	9%	6%	11%
Enlisted	7%	13%	3%	51%	10%	5%	10%
NCO	8%	7%	5%	57%	8%	5%	10%
WO	5%	10%	15%	49%	7%	5%	10%
Officer	7%	10%	9%	56%	11%	11%	15%
Germany-North	5%	8%	6%	54%	8%	7%	11%
Germany-South	5%	11%	6%	55%	10%	7%	16%
Atlantic	33%	11%	6%	67%	8%	6%	0%
Mediterranean	15%	9%	13%	41%	10%	8%	9%
Pacific	11%	11%	6%	49%	8%	5%	11%
Panama	22%	7%	10%	47%	3%	5%	7%
Elementary	8%	8%	7%	52%	9%	6%	11%
Middle	6%	10%	5%	49%	8%	10%	13%
High School	6%	6%	5%	61%	9%	4%	8%

EXHIBIT 5-2

RATINGS BY DoDDS PARENTS OF EFFECT OF DoDDS SCHOOLS ON WILLINGNESS TO ACCEPT ANOTHER OVERSEAS TOUR

quality of DoDDS schools as with differences in assessment of how important U.S. schooling is to children at different levels. For example, parents may perceive a DoDDS high school education as a handicap for CONUS college entrance, regardless of the actual quality of education available at DoDDS schools. Obviously, whether a parent is influenced in career decisions by DoDDS schools is a function of two partially independent factors: (1) how highly the parent evaluates those schools and (2) how much this evaluation is weighted in career decisions. To get a clearer idea of how these two factors interact in general and for different subgroups, we computed the probability of parents reporting negative, positive, or no effect of DoDDS on career decisions, contingent on how DoDDS education was rated by them. These probabilities are presented in Exhibits 5-3 and 5-4.

Examination of Exhibit 5-3 supports the following conclusions about relationships between parents' ratings of DoDDS schools and reported effect of schools on re-enlistment decisions.

- There is a moderately strong relationship between the two sets of responses; the more highly parents rate DoDDS schools the more likely they are to report a positive influence of the schools on re-enlistment decisions and less likely to report a negative influence.
- Nevertheless, for every school rating but "very poor" the majority of parents report "no effect." The small number of parents rating DoDDS schools as "very poor" were most likely to report negative influences.
- Parents rating DoDDS schools as "fair" are more likely to report negative effects on enlistment decisions than positive ones (although "no effect" was still the most common response).

PERCENT REPORTING

GROUP	POSITIVE EFFECT	NO EFFECT	NEGATIVE EFFECT
Overall Rating			
Excellent	29% (4%)*	69% (10%)	2% (<1%)
Good	15% (8%)	79% (42%)	5% (3%)
Fair	5% (1%)	82% (21%)	13% (3%)
Poor	2% (<1%)	56% (3%)	42% (3%)
Very Poor	0% (0%)	30% (<1%)	70% (1%)
NCO Rating**			
Excellent	26% (4%)	74% (11%)	1% (<1%)
Good	15% (8%)	81% (43%)	4% (2%)
Fair	5% (1%)	84% (21%)	11% (3%)
Poor	0% (0%)	57% (3%)	43% (3%)
Very Poor	0% (0%)	11% (<1%)	85% (1%)

*Numbers in parentheses refer to percent of total.

**Only the NCO group was large enough to perform meaningful computations of contingent probability.

EXHIBIT 5-3

REPORTED INFLUENCE OF DoDDS ON RE-ENLISTMENT DECISIONS AS A FUNCTION OF RATING OF DoDDS EDUCATION

5-7

REGION	POSITIVE EFFECT	NO EFFECT	NEGATIVE EFFECT
Germany-North			
Excellent	22% (3%)	74% (10%)	5% (<1%)
Good	9% (6%)	83% (44%)	6% (3%)
Fair	7% (2%)	84% (30%)	9% (2%)
Poor	0% (0%)	52% (4%)	48% (3%)
Very Poor	0% (0%)	50% (<1%)	50% (<1%)
Germany-South			
Excellent	50% (6%)	50% (6%)	0% (0%)
Good	10% (4%)	80% (36%)	11% (5%)
Fair	3% (1%)	80% (30%)	18% (6%)
Poor	8% (<1%)	70% (5%)	23% (2%)
Very Poor	0% (0%)	0% (0%)	100% (1%)
Atlantic			
Excellent	14% (2%)	86% (13%)	0% (0%)
Good	7% (4%)	93% (57%)	0% (0%)
Fair	0% (0%)	100% (19%)	0% (0%)
Poor	0% (0%)	100% (2%)	0% (0%)
Very Poor	0% (0%)	0% (0%)	100% (<1%)
Mediterranean			
Excellent	14% (1%)	86% (7%)	0% (0%)
Good	26% (16%)	71% (43%)	4% (2%)
Fair	10% (2%)	81% (19%)	10% (2%)
Poor	29% (2%)	29% (2%)	71% (5%)
Very Poor	0% (0%)	0% (0%)	0% (0%)
Pacific			
Excellent	22% (5%)	78% (16%)	0% (0%)
Good	20% (10%)	77% (40%)	4% (2%)
Fair	0% (0%)	82% (16%)	18% (36%)
Poor	0% (0%)	67% (4%)	33% (2%)
Very Poor	0% (0%)	30% (1%)	67% (2%)
Panama			
Excellent	41% (14%)	59% (20%)	0% (0%)
Good	30% (16%)	70% (38%)	0% (0%)
Fair	0% (0%)	67% (8%)	33% (4%)
Poor	0% (0%)	0% (0%)	0% (0%)
Very Poor	0% (0%)	0% (0%)	0% (0%)

EXHIBIT 5-3 (cont.)

GROUP	PERCENT REPORTING: POSITIVE INFLUENCE		NO EFFECT		NEGATIVE INFLUENCE	
Overall						
Excellent	48%	(8%)*	48%	(8%)	4%	(1%)
Good	25%	(13%)	59%	(31%)	16%	(8%)
Fair	8%	(2%)	46%	(12%)	46%	(12%)
Poor	0%	(0%)	30%	(2%)	70%	(4%)
Very Poor	0%	(0%)	23%	(<1%)	77%	(1%)
NCO						
Excellent	40%	(6%)	57%	(9%)	3%	(<1%)
Good	22%	(12%)	64%	(34%)	14%	(7%)
Fair	9%	(2%)	49%	(12%)	42%	(11%)
Poor	0%	(0%)	36%	(2%)	64%	(4%)
Very Poor	0%	(0%)	13%	(<1%)	87%	(1%)
Officers						
Excellent	67%	(10%)	30%	(5%)	3%	(<1%)
Good	31%	(15%)	44%	(22%)	25%	(12%)
Fair	4%	(1%)	34%	(10%)	63%	(18%)
Poor	0%	(0%)	0%	(0%)	100%	(4%)
Very Poor	0%	(0%)	0%	(0%)	100%	(2%)

*Numbers in parentheses refer to percent of total.

EXHIBIT 5-4

INFLUENCE OF DoDDS SCHOOLS ON WILLINGNESS TO ACCEPT ADDITIONAL OVERSEAS TOURS AS A FUNCTION OF RATING OF DoDDS SCHOOLS

REGION	POSITIVE INFLUENCE		NO EFFECT		NEGATIVE INFLUENCE	
Germany-North						
Excellent	37%	(5%)	62%	(9%)	2%	(<1%)
Good	22%	(12%)	61%	(33%)	17%	(9%)
Fair	10%	(2%)	40%	(10%)	49%	(12%)
Poor	0%	(0%)	30%	(2%)	70%	(4%)
Very Poor	0%	(0%)	50%	(<1%)	50%	(<1%)
Germany-South						
Excellent	44%	(5%)	52%	(6%)	4%	(<1%)
Good	14%	(6%)	67%	(29%)	19%	(8%)
Fair	6%	(2%)	47%	(18%)	47%	(18%)
Poor	0%	(0%)	44%	(3%)	56%	(4%)
Very Poor	0%	(0%)	0%	(0%)	100%	(2%)
Atlantic						
Excellent	50%	(8%)	38%	(6%)	12%	(2%)
Good	26%	(16%)	65%	(40%)	10%	(6%)
Fair	0%	(0%)	78%	(14%)	22%	(4%)
Poor	0%	(0%)	100%	(2%)	0%	(0%)
Very Poor	0%	(0%)	0%	(0%)	100%	(2%)
Mediterranean						
Excellent	55%	(4%)	44%	(3%)	0%	(0%)
Good	34%	(27%)	40%	(24%)	16%	(10%)
Fair	7%	(2%)	54%	(13%)	39%	(10%)
Poor	0%	(0%)	11%	(1%)	89%	(7%)
Very Poor	0%	(0%)	0%	(0%)	0%	(0%)
Pacific						
Excellent	65%	(13%)	35%	(7%)	0%	(0%)
Good	25%	(13%)	59%	(31%)	16%	(8%)
Fair	6%	(1%)	47%	(10%)	47%	(10%)
Poor	0%	(0%)	13%	(<1%)	87%	(5%)
Very Poor	0%	(0%)	25%	(1%)	75%	(2%)
Panama						
Excellent	54%	(20%)	32%	(12%)	13%	(5%)
Good	29%	(15%)	65%	(33%)	6%	(3%)
Fair	14%	(2%)	29%	(3%)	57%	(7%)
Poor	0%	(0%)	0%	(0%)	0%	(0%)
Very Poor	0%	(0%)	0%	(0%)	0%	(0%)

EXHIBIT 5-4 (cont.)

- Although the same general pattern of responses holds for each DoDDS region, there are variations. No readily interpretable pattern of differences among regions is apparent.

- It can be concluded that the differences between regions in parents' reports of DoDDS positively or negatively affecting their decisions on re-enlistment (see Exhibit 5-1) is mainly a function of differences between parents' attitudes towards schools in the regions and not differences in how career decisions are associated with those attitudes.

- The modal DoDDS parent is one who rates DoDDS schools as good (42 percent) but reports no effect on enlistment decisions. (Since categories in Exhibit 5-3 have been combined, this fact is not directly evident from the exhibit.)

These data suggest that in theory it would be possible to improve re-enlistment rates by improving DoDDS schools. However, it would seem that a relatively substantial amount of school improvement might lead to only a minimal re-enlistment improvement. If we were to assume a population of DoDDS parents distributed in their ratings of schools approximately as they currently are, the same relationship between school and enlistment decision, and further, arbitrarily assume that all parents reporting positive effects of schools on re-enlistment will re-enlist, all reporting negative influences will not re-enlist, and that 50 percent of those reporting no effect will re-enlist, then out of 10,000, re-enlistments will look like the figure on the next page.

Rating		Excellent (15%)	Good (53%)	Fair (25%)	Poor (6%)	Very Poor (1%)
Number		1,500	5,300	2,500	600	100
Effects	+	435	772	125	12	0
	o	1,035	4,258	2,050	336	30
	-	30	270	325	252	70
Number Re-Enlist	+	435	759	125	12	15
	o	518	2,094	1,025	168	
	-	0	0	0	0	0

Total re-enlistments out of 10,000 are 5,172.

Now suppose we improved DoDDS schools to such an extent and with such consensus that 50 percent of the population in each rating class moved into the next higher class. Out of 10,000 the population distribution and re-enlistment would now look like this:

Rating		Excellent	Good	Fair	Poor	Very Poor
Number		4,150	3,900	1,550	350	50
Effects	+	1,204	591	75	7	0
	o	2,864	3,112	1,272	196	15
	-	83	197	203	147	35
Number Re-Enlist	+	1,204	585	75	7	0
	o	1,432	1,540	635	98	8
	-	0	0	0	0	0

Total re-enlistments out of 10,000 are 5,508 (increase of 6 percent).

This percent increase in re-enlistment rate, while based on arbitrary assumptions, is by no means negligible from the military's point of view, at least in times when re-enlistment is a high priority concern. It would be a matter of cost-benefit analysis to indicate if improving DoDDS schools would be an efficient way of affecting the re-enlistment rate. Then one

would have to deal with the much more difficult problem of determining what sort of improvement would affect parents' attitudes in such a uniformly positive way. Although the assumptions we have made in doing this illustrative exercise undoubtedly overestimate the relationship between re-enlistment and answers to this question, even in cases where actual re-enlistment is not directly affected by DoDDS school quality, the substantial number of personnel indicating that DoDDS quality has had some effect on their decisions points to the importance this issue is likely to have in the overall quality of military parents' lives and thus on morale and readiness. These factors, no less than re-enlistment, impact the military mission.

Examination of Exhibit 5-4 supports the following conclusions:

- Overall, many more DoDDS parents report that DoDDS quality affects their willingness to accept additional overseas assignments more than it affects re-enlistment decisions. This could have been expected from the fact that many more factors other than quality of military life overseas affect the former decisions.

- Nevertheless, since the majority of parents evaluating DoDDS schools as "good" (by far the most common rating) also report "no effect" of schools on overseas tour decisions, the majority of DoDDS parents (54 percent) report "no effect."

- While parents rating schools "poor" and "very poor" report negative effects on decisions 70 percent and 77 percent of the time, respectively, the comparable positive decisions by those rating schools "good" and "excellent" occur only 25 percent and 48 percent of the time. Thus we can conclude that satisfaction (even extreme satisfaction) with DoDDS schools is less likely than dissatisfaction to be a factor in military parents' life decisions.

- Parents rating schools as "fair," which is, in theory, the neutral point, are almost six times more likely to report negative than positive impact on overseas tour decisions. They thus act as if they are dissatisfied. It is these parents, rather than the small number rating schools "poor" and "very poor", who cause the number of negative impacts reported to outweigh the positive. One can interpret this finding simply by saying that DoDDS parents desire an education for their children which is better than some minimal "fair" level* and that they attach so much importance to this that they are willing to let this factor influence other important life decisions. Again, this finding points indirectly to the importance of DoDDS in determining military parents' perceived quality of life overseas.

- Although, with few exceptions, officers and NCOs were not found to differ substantially in their attitudes toward DoDDS schools (see previous chapter), they do differ considerably in how much they report their assessment of DoDDS schools' influences their willingness to accept overseas assignments. This applies to both positive and negative effects. Officers rating DoDDS schools "good" or "excellent" are more likely to report positive impact on overseas decisions than NCOs. However, the officers rating schools "fair," "poor," or "very poor" are considerably more likely to report negative influences than are comparable enlisted personnel. Indeed, even one-fourth of the officers rating schools "good" report negative impact on willingness to accept overseas assignments. These results are consistent with the idea that officers, being more educated as a group than enlisted personnel, place more value on education for their children. Thus, although DoDDS quality is clearly important to all DoDDS parents, it might be concluded that changes in perceived quality of DoDDS would have its major effects on decisions and morale of officers, in spite of their smaller numbers in the Armed Forces.

- No clear or interpretable patterns of differences in contingencies between DoDDS parents in different regions emerge. Thus the differences in reported proportions of positive, negative, and neutral effects

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*Note also that some parents do not even consider "good" schools good enough.

among regions appear mainly to be attributable to differences in perceived quality of schools, rather than to differences in the way school quality affects parents life and career decisions.

Cross-tabulations of parents' perceived influence of DoDDS quality on re-enlistment and overseas tour decisions and their perceptions of the main problems of local DoDDS schools produced no clear patterns beyond those discussed previously.

Data obtained from the parents survey on the relationship of DoDDS quality and the military mission can be supplemented by base commanders' responses to an interview question directly pertinent to this issue. When asked: "How do DoD dependents schools at this installation impact on your mission?" 31 of the 33 commanders who responded cited the presence of a positive impact. Two related types of explanations were given by nearly all the commanders. First, the presence of appropriate schools and/or high quality schools enabled longer accompanied tours, thus allowing installations to retain competent and experienced personnel longer. Although officers were more likely to be influenced by school quality in their career decisions than NCOs, all commanders who specified at all referred to enlisted personnel and not officers. Second, commanders indicated that having dependents with them or being assured that their children were receiving a good education had a joint beneficial effect on installation quality of life and military morale. These factors have a strong positive impact on personnel's ability to best meet their mission. To quote one commander: "Eighty-five percent of

personnel are in the field in combat ready status; it's important that schools be excellent to relieve troops of any anxiety while in the field."

THE EFFECTS OF MILITARY CHANGES ON DoDDS OPERATIONS

In many ways DoDDS can be viewed as simply an educational system, sharing many of the same characteristics, issues, and impending changes as other school systems. Trends in American education and issues pertinent to the educational process extant in stateside schools are thus mirrored in DoDDS schools. However, DoDDS is also a component of the military services and as such is subject to the same factors and events that influence other military elements. Changes in U.S. military commitments, in force composition, in defense technology, and in military policy and doctrine which shape the operation of military units and other operational elements likewise have an effect on DoDDS. Thus, a complete consideration of future factors influencing DoDDS must take into account trends within the military as well as those in American education.

The military services act to support U.S. foreign policy and hence will be subject to as many changes as there are foreign policy shifts. As U.S. interests and treaty obligations change in various areas of the world, a concomitant change occurs in military requirements in that area. This change in turn determines that area's requirements for dependents education. Given the necessary fluidity of foreign policy and the unpredictability of world events, it is difficult if not impossible to make

long-range detailed projections of DoDDS requirements without incurring a relatively broad margin of error. In planning for future developments DoDDS is, and will continue to be, faced with evaluating the relative trade-offs of erring in the direction of overestimating requirements (with consequent over-building of facilities) or in the direction of underestimating them (with consequent overcrowding of facilities and scarcity of supplies).

Presently there is a trend towards a greater concentration of U.S. forces in overseas locations. In 1982 alone, troop strengths increased in Europe by 5 percent, in Latin America by 1 percent, and in the Pacific area by 8 percent. Increases were also seen in various Mideastern countries. This trend will continue over the next year and possibly beyond, producing an increased need for dependents schools overseas.

In addition to these changes there will be a reallocation of personnel within countries that will likewise impact upon DoDDS. Under the concept of "forward stationing," a greater percentage of American troops in Europe will be placed nearer to the border separating NATO from Eastern block forces, producing a need for more school facilities in these areas. The timely development of such facilities will be hampered by the fact that the land for such facilities is not presently available.

The effects of force repositioning will be felt most strongly by DoDDS in the area of new schools construction and facilities renovation, due to the five-year lag in planning and budgeting for such work and in its execution. The military

services presently use five-year projections of installation personnel strength to guide the development of military housing and other associated facilities. Yet, faced with the fact that the dependents schools are typically operating at only 70 percent of capacity, DoDDS usually does not use these long-range projections which are considered "soft." The projected enrollment figures typically used to guide the construction of DoDDS facilities thus do not always conform to those at the installation. Unless some method can be achieved of providing new facilities in a shorter time (e.g., through the use of modular, pre-fabricated units), new and expanded military installations overseas will face overcrowded or substandard dependent school facilities in the future. Alternatively, DoDDS could choose to plan building programs on the basis of projected troop increases with the understanding that some plans and facilities will go unused due to subsequent changes in force development plans.

Lacking the capability to be more reactive and lacking the surplus resources to permit building for all possible contingencies, DoDDS could best cope with fluctuating troop strengths and dispersions by developing a standard decision algorithm for deriving the maximum benefit from available resources. Derived through the direct application of decision-analytic techniques, such a decision support system would permit both an analysis of the trade-offs implied in each installation's strength projections and a comparison across installation requirements that would permit their prioritization. In its simplest form this

system could integrate the size of the projected increase at an installation (expressed in terms of number of students beyond current capacity), the estimated five-year cost of adjusting capacity to meet the increase, and the probability (subjectively determined) of the projection's being correct. By balancing the size of each installation's projected increase with the potential costs attendant to a subsequent change in projections, this system could guide the optimum allocation of DoDDS resources to projected requirements.

The requirements for dependents schools will be influenced by factors other than changes in the absolute number of personnel in overseas locations. The next decade will witness a significant increase in the technological sophistication of military systems. The deployment of these systems to overseas positions will bring about an associated shift in the personnel composition of military units. These systems will require a greater level of senior skilled technicians to operate and maintain them. Since such individuals are more likely to have children of school age, there will be an increased need for dependents education, independent of any increases in the absolute number of military personnel overseas.

In sum, changing U.S. military commitments and the application of technological and doctrinal innovations will tend to produce an increased need for dependents education over the next few years. In addition to this, military policy changes will also have an impact on DoDDS. As discussed in Chapter 1, likely

changes in military manpower will alter the size and nature of the DoDDS student body and this will have wide-ranging implications for the educational needs of DoDDS students. Other policy initiatives will also have an effect on DoDDS operations. For example, the Army is presently moving towards a unit rotation system whereby company-size (and later, battalion-size) units will deploy en masse with dependents to an overseas location, replacing one which will return to its home base in CONUS. The first such Army unit deployment occurred in Garlstedt, West Germany, this past summer. The fact that the local DoDDS schools were not aware of this, and therefore not prepared for the sudden influx of approximately 40 students, indicates that greater coordination is necessary among the services which promulgate such policy changes, ODS, and the local schools which will be influenced by such changes. Such coordination will be critical to DoDDS' ability to adapt to future military policy changes.

CHAPTER 6

STRATEGIC PLANNING PROCESSES IN DoDDS

As emphasized in the discussions in the prior chapters, DoDDS operations are subject to many external and internal factors. While this is true of all school systems, it is especially the case with DoDDs since it is contained within the military environment. Thus the highly dynamic, diplomatic, social, economic, and political forces which bear on the military are overlaid upon the equally complex and often unpredictable factors which influence American education in shaping the conditions under which DoDDS must operate. In the midst of all those factors are numerous "wild cards"--events or conditions which are difficult to predict in themselves but which can have a dramatic and rapid effect upon DoDDs. Most of these arise from numerous defense and foreign policy options which may be exercised with attendant impact on DoDDS. For example, a return to conscription would have a quick and powerful effect on DoDDS requirements.

There can be no final and absolute projection of future factors which can be used to guide DoDDS planning over the next decade, since any projection would require repeated modification in light of changing conditions and events. The purpose of this chapter is to define a strategic planning process whereby changing internal and environmental conditions can be monitored and incorporated into DoDDS planning. Such a process could provide a continuing benefit to the dependents school system by supporting

the system continuing proactive adaptation to future changes and trends which may occur.

As graphically depicted in Exhibit 6-1, a strategic plannng process cannot exist in isolation but rather requires an existing structure of information collection, tabulation, and analysis. The most immediate requirement for a strategic planning process is analysis of existing trends pertaining to DoDDS. The results of these analyses provide the knowledge base upon which informed decisions can be made on what management steps need to be taken to address emerging problems and issues within DoDDS. These analyses in some cases may represent a compilation of information from other agencies (e.g., anticipated relevant policy changes by the services), while in others they will entail statistical analysis of data (e.g., student characteristics, test scores) pertaining to trends within DoDDS. In the latter case they will require a readily accessible data base or integrated series of data bases. As indicated in Exhibit 6-1, these data bases would constitute a management information system and hence could support a variety of reporting and management decision-making activities. However, the development of a management information system depends upon standard management reporting procedures, especially in the logistics area, where the information comes from the different services in various forms and differing formats.

The strategic planning itself could be embodied in an annual planning workshop in which appropriate ODS and regional staff

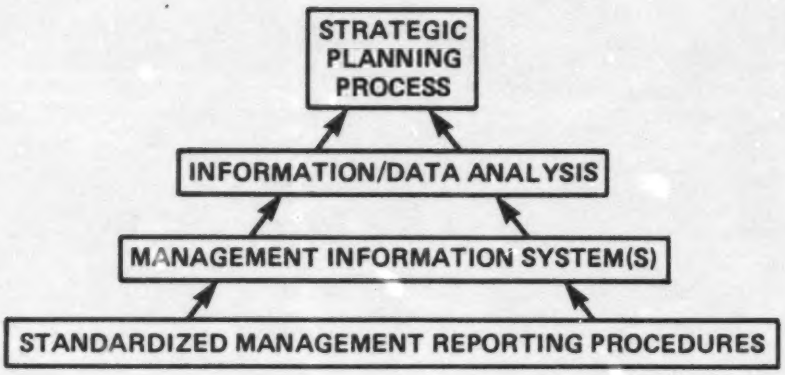

EXHIBIT 6-1

THE SUPPORTING SUBSYSTEMS OF
STRATEGIC PLANNING

personnel could review and integrate analytic results or trends impacting on DoDDS, identify the operational implications of these trends, and develop a plan of action to address these operational implications over the next year. Plans would also be developed for subsequent analytic activities to support the following year's workshop.

The focus of the strategic planning workshops should be as broad as possible to maximize the probability of observing all important trends. At a minimum the major areas of interest might include changes in:

- Student Needs and Achievement
- DoDDs Personnel
- Logistical Support
- Expenditures
- Military Policies Affecting DoDDS
- Parent Attitudes
- Advances in Educational Technology
- Other Areas of Management Concern

A periodic review of these areas will ensure that management attention is directed not only to existing problems but also to those which are developing.

The information and data collected in the present study represent the most extensive and comprehenaive data base thus far developed on DoDDS operations. While this data base is current and available, it can provide an excellent basis by which to initiate this strategic planning process. We recommend that this

process commence in the next few months by applying the data and findings of this study to identifying the long-range issues and emerging problems within DoDDS.